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ABSTRACT

This combined reader and teacher's guide for English second language instruction was developed from teacher workshops conducted in Belize. The reader consists of stories, poems, and drama from the indigenous people of that country, accompanied by supporting English language learning exercises and activities. Texts represent aspects of indigenous culture and are grouped according to the following categories: folk tales, holidays, school and home life, life in the country, river and sea, town and city, and the nation of Belize. The components of most lessons are: a preview section for students; then the story; and lastly exercises and vocabulary building activities. Some illustrations are included. The text of the reader and the text of the teacher's guide are presented in a parallel format. An introduction to the guide offers suggestions for instructional techniques, grouping, and supplementary activities. (MSE)

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TESOL READER

7 - 9+ Year Olds

TEACHER'S GUIDE

PUBLISHED BY

THE CURRICULUM DEVELOPMENT UNIT
BELIZE MINISTRY OF EDUCATION
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A PREFACE TO THE TEACHER'S GUIDE: PRESENTING THE STORIES, POEMS AND DRAMA

THE PREVIEW

Almost all the stories in the TESOL Reader begin with a Preview section that is designed to give the reader a purpose for reading or a suggestion that will help the reader predict something about the story's content.

In the beginning of the year, the teacher should probably read this Preview to the students and ask for specific answers, which he/she then will write on the board. Or several students could each write their own answers on the board. This is a good time to elicit and use vocabulary related to the story, but new vocabulary words should not be taught directly before the story is read. Part of learning to read is to find strategies for learning new words from context.

After the first few stories have been previewed and read, the teacher may alternate oral discussion of the Preview with written answers. Notes to individual stories will indicate which ones are more appropriate for oral discussion.

THE READING

The students should always read the text silently and independently first. Those who finish first should try to formulate answers to the questions raised in the Preview, either individually, or in groups that are formed as each student finishes reading. Or some students may want to look up some words in the dictionary. (Looking up words should be allowed only after a passage is read through completely.

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DISCUSSION AFTER READING

When all students have finished reading, the teacher should ask for volunteers to give the answers or to correct the predictions made on the board. If the Preview discussion has been lively and full, this part of the discussion may be very short. It should lead directly to the After You Read or Things To Do section that follows the reading passage.

During the discussion of the story, the teacher should attempt to use the vocabulary of the passage and try to elicit some of that vocabulary from the students in their responses. Students should also be encouraged to use their own words and to paraphrase the new vocabulary as they discuss the story. The story, however, should be the focal point, not the new words.

Most of the discussion questions are not factual and many do not have one correct answer. Questions of fact, if they are in dispute, will arise as the inferential and relating question are discussed. Many of the questions are relating, that is, they ask students to relate their own experiences and beliefs to the characters' experiences in the story. For these open-ended questions, the teacher should allow as many students to respond as possible. These questions have no one correct answer and should generate lively talk and even disagreement.

In some cases, the student may not be able to respond entirely in English. He/she should be allowed to use the mother tongue, with the teacher helping by prompting with the correct English words. However, the teacher should always conduct his/her part of the exchange in English, adjusting his/her speech to what is comprehensible to the students. Otherwise, students will never hear enough English to become comfortable with it.

USING GROUPS

Later in the term, when students have become familiar with the process of previewing, reading, and discussing, the teacher should put them into small groups of three or four as they finish reading, so that they can, on their own, discuss the questions in *After You Read* or begin the activities suggested in *Things To Do*. Once discussion/activity groups are formed, the teacher should circulate among them to help them use English and to be sure they stay on task. During this time, the teacher should also make mental notes of the structures students are trying to use and the vocabulary that may be giving difficulty. These structures and vocabulary should become the basis for later lessons. (The Curriculum Development Unit would be interested in hearing from teachers about the structures and vocabulary that give difficulty in order to incorporate activities for them in later editions of the **Skills Book** and **Reader**.

Each group should report back their answers *in English* at the end of the discussion time. Responses may be reported orally or put on the board, or the group may write them down to hand in. Some activities, such as the diorama for **Marcus's Corn Harvest** or kite-making for **Steve and Jerry**, may be spread over several days.

A NOTE ON READING ALOUD

Reading out loud, particularly on the first reading, should be avoided. At the level of Standards I and II, good silent reading habits should be encouraged, and bad habits, such as sub-vocalizing and head movements should be discouraged.

Discussion should always begin with books closed so that students will get into the habit of reading for meaning, rather than looking in the text

and repeating it word for word. Since many of the discussion questions are also inferential, they should produce disagreement among the students. If consensus cannot be reached, the students should be encouraged to open their books and read again silently to see if they can find further support for their answer--which they should try to put into their own words as much as possible.

The exception to the rule of "no reading out loud" is the poetry and the sharing of favorite passages in a story. A number of poems are included throughout the **Reader**, and since children at this age are sensitive to the sounds and rhythms of language, they may enjoy reading the poems out loud, after having practised them. Or they may be asked to memorize them to recite.

Reading aloud should be a pleasurable sharing of expressive language. Children should be invited to read dramatically their favorite part of a story, or to write a drama based on a story and perform it. Time for practice should always precede the oral reading or performance. Forcing children to read aloud "cold" is a severe and often humiliating test, particularly in a second language. But with proper practice and coaching, it can become a skill that gives the child the pleasure of accomplishment.

Drill with phonics, word decoding strategies, and pronunciation should take place in the context of games and activities, the exercises of the **Skills Book**, or with the basal reader, if one is available. The **TESOL Reader** is not strictly graded for vocabulary and grammar and so it is most appropriate as a supplemental reader, not as a basal text. The **Reader** should be an enjoyable experience in the pleasures of reading and finding out about our country and our people--not a drudgery or a phonetic puzzle.

WRITING ACTIVITIES

A second exception to the "no reading aloud" rule is the sharing of the children's own writing with each other. Writing development accompanies and supports the child's growth in reading, and what the child has written can usually be read aloud with little difficulty. In addition, reading his own work aloud expressively to a group or to the class helps the young writer develop a sense of audience, which gives direction to his composing.

At this age, and at this stage in language development, correctness should not be expected, nor is correctness the goal of writing in any case. In editing groups, with the editing tasks set by the teacher (usually put on the board in the form of questions for each person in the editing group to answer for each paper), students learn to find and correct their own errors at a level appropriate for them. They also learn to look for coherence and liveliness, the qualities of good writing, in their own and others' work. Examples of editing rubrics are provided in this Teacher's Guide in almost every instance where compositions are assigned. By using editing groups and the rubrics (outlines of the criteria for looking at papers) not only will teachers save much time and red ink, but also students will become critical readers of their own and others' work--they will become better readers of professional writing too.

It should be remembered that writing ability and reading ability do not begin to match each other, even in the best students, until around age 14. But by writing freely and at length, students gradually come to master the mechanics of composition, just as they learned to speak their native language by first using baby talk and then gradually adjusting their child language to match the adult language around them. Given the opportunity to write frequently for a real audience--their classmates--who are learning to read critically, students should make good progress in mastering the basics and in expressing themselves with increasing fullness and accuracy.

In addition to the many composition tasks, most of which are given some structure by the devices professional writers use (transition words, titles, sentence or story starters), some direct instruction is provided in mechanics, the structure of the paragraph, and sentence combining for particular grammatical constructions. These more mechanical activities are meant to enhance, not replace, the many longer composition activities. In these exercises, students should work together in small groups or pairs and correct each other as much as possible without teacher intervention. Thus grammar can become another communicative group activity. Students should then be encouraged to try out these new structures and forms in their own compositions.

All research on composition indicates that a focus on correctness is adetriment to writing development, particularly in the early years. Fluency, quantity, and confidence should come before exactness. One cannot learn to run before learning to walk. This concept should probably be explained to parents who may remember their own painful experiences with red ink.

Research on composition also indicates that telling students what they did right in the composition has much more effect on student writing than pointing out errors. All of the editing rubrics give the opportunity for students to say what is good in the composition, and this area should not be neglected.

The following is a note guide to teaching writing which you may wish to refer to occasionally during the term:

1) Establish criteria for a good paper beforehand:
   Put the rubric on the board or post it before they write
   As you collect samples, read to them good papers from previous terms
   Discuss length and type of writing (essay? narrative?)

2) Precede the assignment with instruction:
   a) brainstorming on the topic
   b) organizing ideas (outlining or clustering)

c) examination of grammatical and rhetorical structures that might be needed

d) put vocabulary/spelling words on the board as students request themand during brainstorming activity

3) Establish an audience/purpose:

Use the editing group both for an audience and to help them become good editors of their own work

"Publish" their work--bulletin board, class newsletter, writing to parents, penpals, etc.

Published work is given more care and creates a real need to correct

4) In marking, always tell what was good, what worked

5) In grading, make sure the grade is justified by the rubric--don't make up new standards as you go along

6) Always make revision part of the process, not an option

Good writers always revise; poor writers don't

Make revision a habit

A last word: composing is a thinking skill. The process of brainstorming, writing, and revising in groups should be used all across the curriculum--in science, in REAP, in social studies, in history. It should be a part of daily activities.

A NOTE ON SPELLING

Forty years of research on spelling has taught us that it is primarily visual. That is, one must focus on a word about 8 times before it can be spelled "automatically," without thinking about it. (Probably a similar process takes place with the auditory memory on hearing new words in a second language.) When a good speller spells, the visual cortex of the brain is stimulated and the eyes move too.

Practically, then, the best way for students to learn to spell new words is to see them--in their reading, on the board spelled correctly by the teacher as needed for writing, and when they write them in their compositions and read them back. This process helps students acquire a large spelling vocabulary almost unconsciously. Since many of the longer words they want to use and therefore spell are regular in sound-letter correspondences (many of the shorter English words found in basal readers are irregular), this process also helps to fix the patterns of spelling for them. If students are forced to figure out spelling for themselves, they will spend more time focusing on their own incorrect spellings--for which they are punished with red ink--and they will try to limit what they write to those words they can already spell. Growth in spelling and writing is not possible in this way. It is a form of testing before teaching. Only after students have encountered a word a number of times and have tried to use it should they be tested on the spelling.

Habitual and/or consistent misspellings are perhaps best corrected by having students keep a Vocabulary/Spelling Journal in which they record new words they want to learn and use in their English compositions. Additionally, after each writing assignment, they should select one or two words they have misspelled and write these words in their Journal, correctly spelled, five times (don't let them recopy the bad spelling again!) Then have them use the words in a very short story (3-5 sentences). You may help them choose the words to work on by noting which form a pattern or which have been misspelled before. A review of each student's Journal once or twice a term will be easier than marking every paper. It will give you an idea of the kinds of words he/she is interested in (which will help you recommend outside reading), and it will give the student a sense of accomplishment in how many new words are being learned--always remembering that there will be more misspelled words to learn. Native speakers learn about 3 new words each day of the year. Second language speakers start with fewer words, but they can expect to catch up fast if there is a lot of English in class.

VOCABULARY BUILDING

Almost all of the stories contain a section called "Vocabulary Building" and a list of "Words To Know." New vocabulary words should not be taught before the story is read, since part of the purpose of reading is to learn how to read, that is, to understand new words in context. Also, what is a new word to one child may not be to another--why waste time introducing words the child already knows?

After the story is read and discussion has taken place, the teacher will have a much better idea of which words need to be taught. These may include words other than those in "Words To Know." (The Curriculum Development Unit would like to know what you find out so that these unfamiliar words may be incorporated in the next edition of the **Skills Books** and **Reader**.)

For new or unfamiliar words, the teacher should first introduce the whole class to the concept presented in the lesson, using mime and the chalkboard as needed (line sketches are often very helpful). Remember, simply saying or spelling the word does not convey its meaning. The teacher should give several examples of the word's use in sentences and ask the children to try to make sentences of their own. Only then should the students go on to the exercises. Notes to the individual stories will contain further specific suggestions for presenting vocabulary, but the teacher should use his/her imagination to make the new words concrete for their students.

The skills exercises and vocabulary building activities should take place at least a day after the reading or after the language activities are completed, so that the child has had time to absorb some of the structures and vocabulary subconsciously.

Often the teacher will perceive that a child may be able to complete the exercises successfully, but still does not use the structure or vocabulary in spontaneous speech. This is a natural part of the acquisition process--recognition precedes production--and further acquaintance with the structure is

usually the solution to this problem. If the students hear the teacher using it often enough, they will eventually start using it themselves. Thus, it is very important that the teacher always conduct the class in English

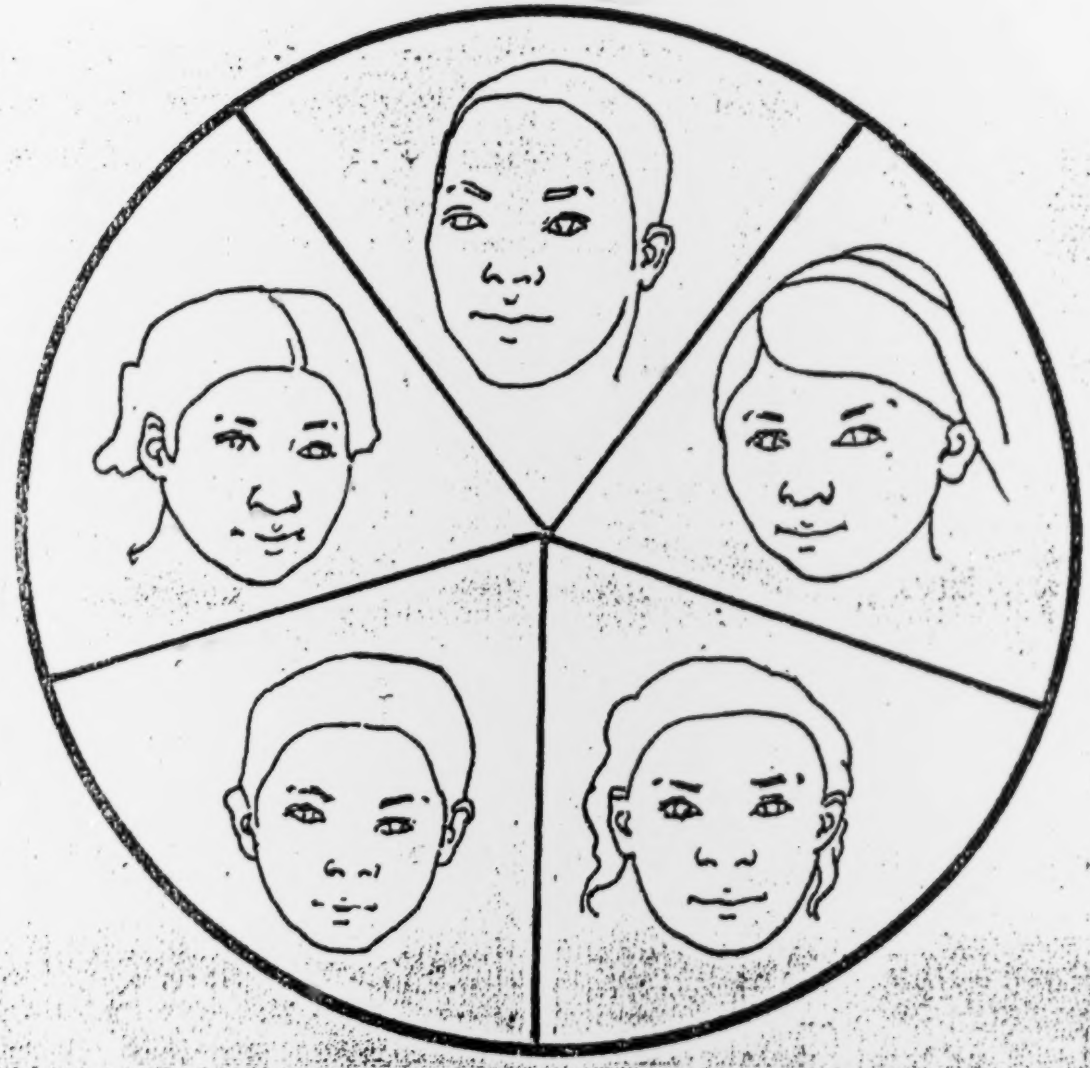
Also, language activities where the child is encouraged to use English to communicate, and large quantities of reading are good ways to ensure familiarity with English structures and a steady increase in active as well as passive vocabulary. The teacher should make every effort to bring reading matter of all kinds into the classroom: newspapers, magazines, a rotating library shelf borrowed from the District Resource Center, readers used in other grades, books loaned or donated by parents, even comic books, cereal boxes, and labels on tins--all are sources of additional reading matter.

The wider the variety and the greater the quantity of English that the children are exposed to, the quicker will be their development in that language. If the children never hear the teacher explain words in English (a real communication), and if they never read anything besides the basal text, and if they never write anything besides what they copy from the board, then they will have little chance of learning the new language.

If, however, the teacher makes a point of always using English, and if he/she tries to supply lots of English to read, and if he/she encourages children to write frequently and read each other's work, then the children will receive enough input and get enough practice to acquire the new language rapidly and naturally. The stories and activities of the **TESOL Reader** are designed to encourage the use of English in these meaningful ways.

Belize City
June 1986

TESOL READER



7 - 9 + YEAR OLDS

The TESOL Reader, 2nd Edition: A Note to Parents & Teachers

The purpose of the TESOL Reader is two-fold. The first goal is to provide for our children some sense of both the cultural diversity of our nation and the unifying forces within it. The stories of the TESOL Reader are about our nation, our people. They show how, beyond the diversity of language and culture, we are all Belizean. We want our children to appreciate and understand both the differences and the similarities in the many ethnic groups that populate our country.

To this end, the stories have been rearranged in this second edition by content groups, such as Life in the Country and Town and City. The teacher is encouraged to begin with those stories closest to the students' own experience and setting, and to build from there. The final unit, Our Nation is a reminder to all of the national unity that makes us one country.

The second purpose of the Reader is to give students the opportunity to read, speak, and write English. To meet this goal, many new language activities have been added in this second edition, and a Teacher's Guide has been rewritten from the earlier TESOL Handbook. The Guide suggests ways to organize the classroom most effectively for communication among students. Teachers who attended the TESOL Workshops in the Spring of 1986 will be important resources in explaining these activities to others. They should be consulted by all who are attempting to use the Reader with their classes.

The Curriculum Development Unit hopes this new edition of the Reader will be of even more use to teachers and students than the first version, and it welcomes comments from one and all.

E A Hanson-Smith

Belize City, 1986

Dr. Elizabeth Hanson-Smith
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TABLE of CONTENTS

1. FOLK TALE AND STORY

The Banana Family	9
The Ixtabay	13
Jack-O'-Lantern	17
The Boys Meet Tata Duende	21
Meeting a Duende	25
Why the Donkey's Tail is Shorter	26
Br'er Anancy and Tiger's Pig	29
A Big Round Moon	32
La Soosiya	33

2. HOLIDAYS

Carnival Time in Belize City (September)	39
Garifuna Dances (Settlement Day - November)	43
Santa Claus (December)	47
Christmas in Belize City (December)	49
Patron Saint of San Antonio (June)	55

3. SCHOOL AND HOME

Teacher, Teacher	58
Truancy	63
Pat's Doll	65
Jealous Jean	67
Mayan Foods	68
Father's Shoes	71
Pedro Learns a Lesson	75
Darasa	78
My Hummingbird	81

4. LIFE IN THE COUNTRY

Pedro the Hunter	83
Cux Hunts	86
A Day at the Milpa	89

Corn Planting 91
Marcus's Corn Harvest 94
Cornfields 97
How a K'ekchi' Woman Dresses 98
Making a Diorama 100
Fire in San Antonio 101
Firefighters 103
A Narrow Escape 105

5. RIVER AND SEA

At the Creek 110
The Boys Go Fishing 112
Crab Catching 115
Gumagarugu Water 118
Silver Stream 121

6. TOWN AND CITY

Mango Time 123
Mr. Joe's Mangoes 126
Steve and Jerry Fly a Kite 127
A Visit to Chetumal 131
From Punta Gorda to Belize City 135
Trevor's Lesson 139

7. OUR NATION

The National Flag 145
Our Coat of Arms 146
The Mahogany Tree 148
Our National Bird 150
The Black Orchid 153
Our National Animal 154

1. FOLK TALE AND STORY

Folk tales and fanciful stories like **The Banana Family** are presented first because of their universal appeal. All children are familiar with such stories and they speak to unconscious fear and delights. In reading the tales of supposedly "supernatural" creatures, like the Xtabay, the Jack-O'-Lantern, Tata Duende, and La Soosiya, the children should be reminded that such creatures do not exist and were first invented to explain occurences that seemed inexplicable to people in olden days--or to frighten children into being obedient. In each of these stories, children can be led to discuss <u>why</u> the characters are visited by these creatures, and what the moral meaning or theme of the tale is (don't disobey your parents, be a good person, don't wander off into the forest alone, etc.)

The Jack-O'-Lantern is special in this group of characters, because it is a natural phenomenon that really exists. In finding further references to methane, or marsh gas, the children should note that American dictionaries will list this as "Will-O'-the-Whisp," since the term "Jack-O'-Lantern" in American English has come to mean a pumpkin carved at Halloween to hold a candle.

The children should also be led to compare the several stories. Particularly **The Xtabay** and **La Soosiya** have close resemblances.

Also included in this group is **The Banana Family**, whose adventures are something like a human family's. This story again provides the opportunity to discuss responsibility and caution in adventuring into the big world, obedience to parents, etc. For the young child,

however, the main message will probably be the success of Betty in rescuing her little brother. Children like to read stories where children are successful in overcoming difficulties. Such stories give them comfort in the idea that eventually they will be able to grow up and deal with the big world.

The explanatory fable, **Why The Donkey's Tail is Shorter**, has many relatives all over the world, and is good for comparison to AEsop's Fables, some of which might be familiar to the children, particularly those with a Spanish background.

The Anancy stories, the tales of the trickster, are a familiar world genre, and again may represent to the child that even the small and weak may survive--even overcome--in a dangerous world by using their wits. Although in this tale the spider-man is foiled, he survives. Here again, the children may be able to relate other stories, or similar stories from their own culture.

FAIRY TALE and STORY

THE BANANA FAMILY

Preview the Story:

Look at the picture:
What kind of people are there?
Where do they live?
What do you think their town is named?
What kind of animal likes bananas?

The people of Bananaville live in banana trees. Most of them are afraid of one animal. What animal is that? It is the monkey! They fear monkeys because monkeys like to eat bananas. So the bananas of Bananaville are always very careful.

Betty Banana is the first child of the Banana family. The other members of the family are Papa Banana, Mama Banana, and Barney, Beverly and little Benny Banana.

Papa Banana works at Cow Pen. Every morning he calls his family together. Papa warns his family not to leave the banana tree. Monkeys love bananas he reminds them. Everyone agrees--except for little Benny Banana. He does not believe Papa. He plans to find out.

Little Benny Banana climbs down the tree. He runs toward the other trees. Suddenly, a hand grabs him! He screams, but no one hears.

Mama Banana is calling her children to come eat. Everyone comes except little Benny. "Where is Benny?" Mother says.

The children say, "We don't know."

Barney says, "The Monkeys!"

THE BANANA FAMILY

Preview

Accept all answers to these questions without comment and write them on the board, or have students write their answers themselves on the board.

After You Read

As students mention names, put them on the board in the form of a family tree as in Vocabulary Building on next page, but simpler.

Ask who each person is in relation to each other. Try to get students to make statements such as "Benny is Betty's little brother."

In the Preview students might have answered that they live in "Banana Town." Point out that -ville means town in French. Elicit other Belizean town names with -ville, e.g., Hattieville, Ladyville, Georgeville, etc, having them use a map of Belize, if possible. Point out that -ville and village are related words (cognates).

Accept all answers to the kind of work Father might do. Encourage children to expand by giving reasons for their guesses, e.g., he is wearing a rancher's hat and works at Cow

Pen, so maybe he is a cattle rancher. Or he is a fruit, so maybe he is a farmer who grows fruit, etc.

The answer to how Benny got in trouble should development from concrete facts: he got down from the tree alone, and against his parents' warnings; then to the reasons why he did so, i.e., he didn't believe Papap; he wanted to find out for himself; he was disobedient, etc. (Factual & Inferential)

Factual & Inferential: the story doesn't state exactly how she saved Benny. Discussion should lead from factual events (she followed him, shouted so that monkeys would drop him) to debate over whether Betty was brave or foolish, and how else she might have rescued Benny (call Papa, get dogs, start a fire, etc.) Encourage students to be imaginative.

Factually, the dogs barked and scared away the monkeys, which saved Betty. Answer could lead to discussion of where the dogs came from, whose dogs they were, etc.

Try to get children to understand how others feel.

Everyone is very sad. Poor little Benny! No one sees Betty leave the family tree.

Betty runs from tree to tree, looking for little Benny. She hears the sounds of monkeys. Two monkeys are fighting over little Benny. Benny is crying. Betty has an idea. She shouts at the monkeys as loud as she can. The monkeys drop little Benny and run at the bigger banana.

Benny runs home as quick as he can. Papa and Mama Banana are very happy to see him. Meanwhile, Betty Banana is running as fast as she can.

The monkeys are right behind her. She trips and falls down! The monkeys reach out to get her.

Just then, Betty hears a new sound. Dogs are barking loudly. Now the monkeys run away.

Betty looks to the skies. "Thanks, thanks," she says as she runs home.

After you read:

Who was in the Banana family?
Where did they live?
What kind of work do you think Father Banana did?
How did Benny get in trouble?
How did Betty rescue him?
How was Betty saved?
How did Mama and Papa Banana feel when Benny and Betty came home safe?

Things to do:

1) Act out the story of Benny and the monkeys. Choose some children to be banana people and some to be monkeys and dogs. Some children can be the banana tree forest.

OR

Make hand puppets to act out this story.

Things To Do

1) Break students into fairly large groups so that everyone has a role, however modest. At the beginners' level, the teacher could read the story as the children mime it. OR have a good reader practise to read it dramatically as the others mime. Coach and encourage children to imagine themselves in the roles of banana people, monkeys, trees, etc., and have them practise the playlet before performing for the other groups.

If students are more advanced in English, have them write notes for a script to improvise and say their own lines with or without a narrator.

With handpuppets, students may use a narrator in combination with a script, or simply improvise.

2) Write a story of your own about some imaginary people.

Some possible titles:

The Cassava Family
The Dog Family
The Sugar Cane Family
The Fish Family
The Monkey Family
The Corn Family
The Crab Family

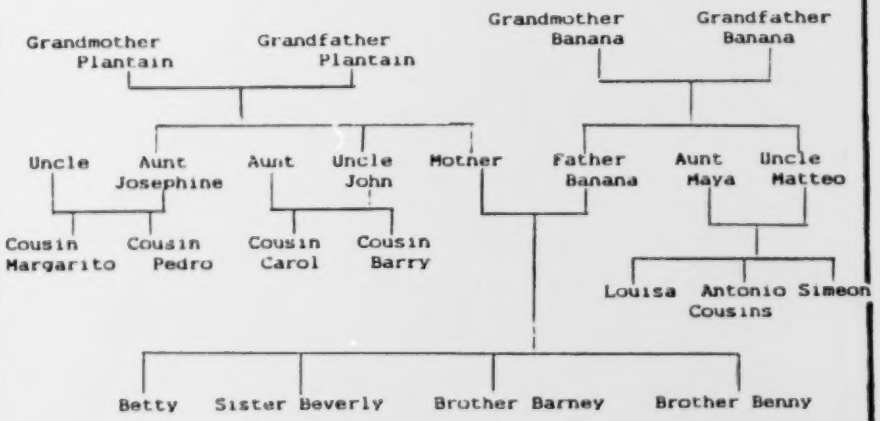
What do these "people" look like? What kind of things do they do? Draw a picture to accompany your story.

Vocabulary Building:

The Family

A. Draw a family tree showing as many names of your relatives as you can remember. Ask your family to help you with the names. Here is an example for Betty and Benny Banana:

THE BANANA FAMILY TREE



B. Write out these sentences in your notebook. Fill in as many blanks as you can. Compare your answers with your friends':

1. My mother's mother is my _____mother. Her name is_____.

2. My father's mother is also my _____mother. Her name is_____.

2) With beginning students it may be best to have the whole class choose one subject for all to write about, or at least model the composing process with one particular "family."

Divide the chalkboard into 3 parts and have students suggest ideas that you then help them place under the appropriate heading as they offer them:

FIRST	THEN	FINALLY

First will probably include the setting and characters (what they look like); Then is the plot complication (what adventures they have); Finally is how it all turned out.

If students have a fairly good command of English, put the 3-part model on the board for them to use, either for a group story or individually. In the group story, make sure each student eventually copies the finished story for himself and does his own picture, or have each student copy and illustrate one part of the story for display. (Always "publish" student writing.)

After students have written, have them correct in Editing Goups of 3: write on the board the following check list for the groups to use. Each student reads the other two papers and his/her own, and checks off each item for each paper:

	Paper 1	Paper 2	My Paper
1. Characters are interesting?			
2. Story is interesting?			
3. Characters' names start with capitals.			
4. Every sentence begins with capital.			
5. Every sentence ends ends with a . or ! or ?			
6. Paper needs help with: (notes or questions)			

As students help each other with revisions, circulate among them to answer questions. No. 6 could be a grammar point or a way to get the character out of a plot difficulty.

Vocabulary Building

The Family

A. Goal is to acquire and use fluently the vocabulary of family relationships. Copy the Family Tree in the Reader onto the chalkboard. Elicit from the students as many of the relationships a possible, e.g., Uncle John is the brother of Mother Banana; who is her sister? (Josephine) Uncle John's children are Barry and Carol. They are the cousins of Betty and Benny. Barry and Carol are also the nephew and niece of Mother Banana; and so on with Father Banana's side of the tree.Write these vocabulary words on the board as you proceed.

By the time the discussion finishes, children should be familiar with the use of the lines and the way to indicate relationships in the tree, so that they can do their own.

B. Next have children answer the questions orally Explain that it's OK if they don't know all the names, and that they should find them out from their families for next time. Use the chart of the Banana Family to explain relationships. Several children should answer each question.

Then have children do the skeleton of their own family tree. Circulate, helping them, asking questions such as "How many brothers and sisters does your father have?" By this time students should have a working grasp of the vocabulary for family relationships and be using is and have regularly in the sentences about their family.

C. Students should fill in sibling chart and then compare answers in groups of 3-4, reporting back in English. E.g., "Juan has the biggest family. He has 7 brothers and sisters." Groups put answers on the board and compare to get class "champions."

Further practice: Skills Books: Use of HAS/HAVE, pp. 50-57.

3. My mother's sister is my _____. Her name is _____.

4. My mother's brother is my _____. His name is _____.

5. My aunt's or uncle's children are my _____s. Their names are _____ and _____.

6. My sister's or brother's children are my _____s and _____s. Their names are _____ and _____.

7. I have _____ brothers and _____ sisters.

8. I am the oldest/youngest/middle child.

C. Draw a chart like this one in your notebook. Put the ages of your brothers and sisters in your chart.

Name	Age

Compare your chart to at least five of your classmate's charts:

Who has the biggest family?
Who has the most brothers? The most sisters?
Who has the smallest family?
The fewest brothers? The fewest sisters?
Which do you like better, a big family or a small one? Why?

Discuss your answers in class.

Words to Know

to scream		to remind	suddenly
to whisper		to scramble	a banana
mother	father	brother	sister
grandmother	grandfather	cousin	
aunt	uncle	nephew	niece

THE XTABAY

Preview the Story

Look at the picture and describe it.
Look especially at the Xtabay's hands and feet.
Do you think this can be a real person?

The Xtabay

Juan was fifteen years old. He lived in the village of Ranchito. Every Sunday he went to Corozal Town. He always got home late at night. Elena, Juan's mother, told him that something could happen to him. He did not listen to his mother. He still went to town every Sunday.

One night, while coming from town, Juan saw something.. It was black and white. As he came nearer, he

Preview the Story

Put students' answers on the board in note form. Underlined words are new vocabulary that you hope to elicit from the children. Accept all answers, and briefly review them after the children read silently.

Further questions to elicit more description:
- What color is her hair (dark, black)?
- What do her hands look like? (a tree, branches, prickles, a claw)
- Could she scratch you? (Yes, she has prickles.)
- What do her feet look like? (a tree, roots, claws, prickles, etc.
- Yes, they are prickly too.
- Is she a bush or a tree? (various answers)
- How does she make you feel? (afraid, scared, curious, frightened, etc. - various)

Children should be encouraged to realize that this is not a real creature. (not real, imaginary)

After You Read

Before starting to answer the questions, have children come to the board and erase all the predictions they made before reading that aren't true. For instance, if they thought the Xtabay looked "nice" before, they should erase it now.

NOTE: Several students (4-5) should go to the board at the same time and be allowed to confer about what to erase if they wish to.

This activity may lead to some discussion about the facts of the story. If students are uncertain about the facts at this point, have them read the story again silently.

Then have them retell the story in chain fashion (one student starts and the next continues where he/she left off). Try not to intervene in the retelling, except to ask students "What happened next?" or "Then what happened?" or "Can you remember anything else?" or "Who else was in the story?"

NOTE: Try to get students to retell in their own words, with books closed, rather than simply parrotting the text word for word. Allow them to use their native language if they need to, and supply English words if they get stuck.

After You Read

1. Inference. Various answers: she was beautiful; she was magic; he thought she was a real person, etc.
2. Inference. Various answers: she doesn't do permanent harm; she has limited powers; Juan didn't really want to follow her, etc.
3. Factual. Mr. Jacinto bathed Juan in a leaf bath.
   Inference. He used an herbal medicine; he was a rural doctor, etc.
4. Relating (many possible answers). Let as many students as possible tell their stories, but focus on the positive side: things turned out all right or you wouldn't be here to tell about it. Find out what parents did to dispel fears. The object is to get students to overcome their fears.

   What to do not to be afraid: if students have no ideas at first, suggest some--think about something pleasant (ask students for examples of things they like). If possible play "I Whistle a Happy Tune" from The King and I or "Raindrops and Roses" from The Sound of Music, or some similar song that they know about overcoming fears.

saw that it was a beautiful girl. She was combing her long black hair. She called to him as she moved inside the bush. Juan followed her. They went far inside the bush. Juan then remembered what his mother had told him. He remembered the story of the Xtabay. He tried to run, but he could not . He felt cold.

The Xtabay came slowly and hugged him. The beautiful girl changed into a tree of prickles. Her feet were like those of a bird, with long, sharp claws. The prickles entered Juan's body. Her long claws scratched him. Suddenly the Xtabay disappeared and he fell to the ground.

Juan tried to get up and find the roadside. After two hours, he reached the road. His whole body hurt. He felt hot. He saw a car coming. He stopped it, and the driver picked him up. He talked to Juan, but Juan was silent. The driver said to himself, "I think he has seen the Xtabay."

Then Elena took Juan to an old man. Mr. Jacinto, the old man, collected leaves and bathed Juan. After a week, Juan was well again. He told his friends the story. Juan had learned a good lesson. He obeyed his mother ever afterwards.

After You Read

1. Why do you think Juan followed the Xtabay?
2. Why do you think the Xtabay let Juan go? How did Juan get home?
3. How did Mr. Jacinto help Juan?
4. Have you ever been very frightened of something? How do you act? What do you do not to be afraid?

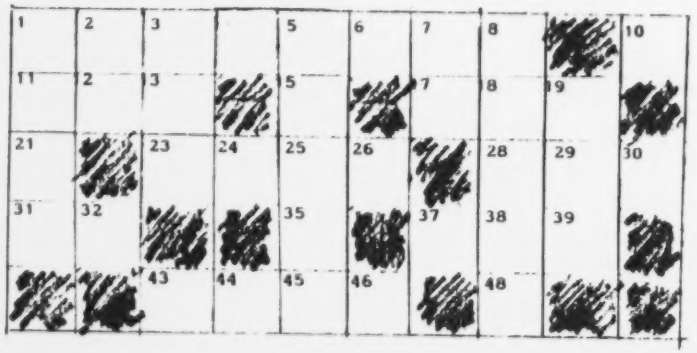
Things to do

A. Sometimes people become frightened and imagine they are seeing ghosts or other scarey creatures like the Xtabay. Does anyone in your family know a story like this one? Tell them this story and ask them to tell you one. Bring your stories to school to tell.

B. Do you or someone in your family know about any herbs or leaves that make a soothing medicine? What are their names? Bring some to school and tell your class about them.

C. Copy these squares and numbers onto a piece of paper. Be sure to count the squares carefully. Then complete the crossword in your group or with a friend.

Xtabay Crossword Puzzle



Across

1. Juan's home town.
11. Juan couldn't _____ his legs.
17. Opposite of in.
23. Opposite of false.
28. Same as 19 Down.
31. Therefore
37. Juan couldn't _____ the Xtabay any more.
43. Juan followed the Xtabay into the _____.

Down

1. I run, you run, he ____.
2. Juan ran ___ quickly as he could.
3. Used to catch fish.
5. Juan reached the road after two _____.
7. Juan went _____ Corozal every Sunday.
8. The opposite of inner.
10. One (article).
19. Often comes before nouns.

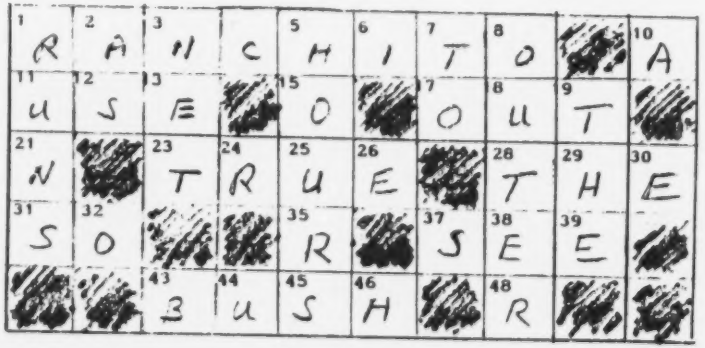
Things to Do

A. Remind students to tell this story to their families and try to get them to tell new stories over the next few days. A parent may be found to volunteer to come in and tell a good ghost story, either in English or the mother tongue--preferably in English.

B. A parent or someone in the community may be knowledgeable about herbal medicine or preventive health care and may be persuaded to come in and speak to the class in English.

C. Have students work in pairs or groups to help each other; if they get stuck, have them move to larger groups to check answers. Try not to give them the answers yourself. Help them learn from each other.

Xtabay Crossword Puzzle



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D. Have students check each others' answers first, as in C. You could later post answers on a piece of paper for students to check for themselves:

1. comes	c. goes
2. late	d. early
3. run	a. walk
4. hot	f. cold
5. up	b. down
6. remember	e. forget

Words to Know

Have students take turns making sentences with these words to demonstrate they understand their meanings. Do not allow them to repeat sentences directly from the text. Encourage them to use the words in the context of their own daily lives.

If students have difficulty with any of these words, try to get other students to explain them in English, using mime or sentence contexts or paraphrase. Try to prevent students from translating into their native language, but make it a game to explain in English, like a word puzzle.

After this activity, you may allow students to look up the word in an English dictionary to find out its origin and to see what other words it might be related to, for example, prick and prickle, remember and memory, bathe and bath, disappear and appear, to reach (v.) and a reach (n. - "The law has a long reach.")

For further review:

Skills Book: Had/Have pp. 96-97
Past Tense Verbs 98-100

D. These pairs of opposites are all mixed up. In your copy book write the words that are opposite next to each other.

1. comes	a. walks
2. late	b. down
3. runs	c. goes
4. hot	d. early
5. up	e. forget
6. remember	f. cold

Words to Know

to prickle	the Xtabay	to scratch
the roadside	to remember	to reach
to disappear	to bathe	

17

JACK-O'-LANTERN

Preview

"Jack-O'-Lantern" means
"Jack (a person) of (the) lantern".
In other countries this light is called the
"Will-O'-the-Whisp".
What do you think a Jack-O'-Lantern is?
Read and find out.

The dorey glided down the river. The night was very quiet.

Peter, John and their father were going fishing. The boys were excited. They were talking about what they were going to do with the fish they would catch.

"I'll clean them as soon as I catch them," Peter said.

"I'll fry mine when we get to the shore," said John.

It was very cold, and the boys shivered as a cool wind blew.

"Isn't it scary," Peter said.

"Yes," said John. "We are the only ones out here tonight."

"Let's pull over," Father said.

The boys paddled quickly to the other side of the river. John tied the dorey, and they threw out their lines. They caught many fish. They caught Tuba, Baysnook, Crana and Stone

Jack-O'-Lantern

Preview

(Oral) Some children may have heard of the Jack-O'-Lantern. Allow them to explain it in their own words.

45

18

Bass. The boys wanted to clean the fish right away, but their father told them to wait until they got back home. They turned the dorey around.

Suddenly, John shouted, "Look at the light! Look at that light!"

"What light?" asked Father.

"It's over there," said Peter, pointing to the shore.

"We are almost home," Father said. "That must be Mother standing by the river bank with a lamp. She wants to show us where to land"

"Let's paddle quickly! Mother is waiting for us," said Peter.

They paddled and paddled. But what was happening? The faster they paddled, the farther away the light seemed to be moving. Finally, the light disappeared.

"That can't be Mother," Peter said. "Where is she going?"

The light appeared again. The boys shouted together, "Mother, Mother!"

Father shouted, "Mary stop! Wait for us! We have a lot of fish!"

No one answered.

Father said, "Stop paddling, boys. We are going far down the river."

They turned back, and after a time they found their house again.

"Where is the light now?" Peter asked.

"What was that light?" John asked.

"It must be a Jack-O'-Lantern," Father said.

"Jack-O'-Lantern? Who is he?" the boys asked together.

"A Jack-O-Lantern is a false light that leads people in the wrong direction," Father said.

"I'll never want to go fishing again!" said Peter.

"I'll never want to follow that light again," said John.

"Never mind," said Father. "Let's clean our fish."

They cleaned all their fish and fried them. Everyone enjoyed fried fish for supper.

After You Read

A. Why did Father and the boys follow the light?
Why did Father finally stop following the light?
How did the boys feel when Father told them it was a Jack-O'-Lantern?

B. The "Jack-O'-Lantern" looks like a glowing ball. It is caused by methane gas which rises naturally from swamps or marshes and sometimes catches fire. In the old days, people didn't know such things were natural, so they thought the gas ball must be a spirit wandering with a light.

Today, people on farms sometimes use this same gas as a source of fuel for cars and trucks and electricity. Methane is often called "marsh gas."

After You Read

A. Factual: they followed the light because they thought it must be Mother. They stopped following the light because they had gone too far down the river and realized they had passed their home.

Relating. Various answers: the boys were relieved, interested in the information, they might want to go fishing again, etc.

B. This information is a starting point for finding out more about methane.

Things To Do

A. Students can write individually or compose in small groups. They should use the dictionary to look up methane, marsh gas, Jack-O'-Lantern, and Will-O'-The-Whisp. Note: American dictionaries will show "Jack-O'-Lantern" as a pumpkin carved for Halloween. "Will-O'-The-Whisp" is the American term for this phenomenon.

Vocabulary Building

Have students volunteer to act out the motions implicit in each verb.

Have students work in groups to create similes with like in each sentence. Answers may vary widely. Have each student choose one sentence to illustrate. Then display their sentences with drawings.

Things to Do

A. Now write a continuation of this story using these ideas:

It is after supper and the boys help clean up.
Then Father and Mother tell the boys more about methane gas.
Finally, they all go to bed.

You might like to read more about methane and the "Will-O'-the-Whisp" in the dictionary or encyclopedia and add this information to your story.

Vocabulary Building

The word glided means a smooth movement on water or in the air. What other ways does a boat move? Show how it feels to ride in a boat that moves in different ways by acting out these motions:

The boat glided on the water.
The boat was paddled on the water.
The boat sailed on the water.
The boat roared through the water.
The boat raced through the water.
The boat chugged through the water.
The boat spanked the water.

Now for each sentence think of a comparison with like, for example:

The boat glided on the water like a small leaf.

Draw a picture to go with one of your comparisons.

Words to Know

to shiver	to paddle	to glide
a ghost	to sail	together
Tuba	Crana	Baysnook
some methane	to spank	to race

THE BOYS MEET TATA DUENDE

Preview

Look at the picture:
What kind of a creature is this?
Do you think he really exists?

The Boys Meet Tata Duende

Once upon a time, two boys named Peter and John were spending the day at Burrell Boom. They were walking in the bush. Peter saw a parrot on the tree. He wanted to catch the bird. The boys followed the parrot into the bush. It flew farther and farther away. While they were looking for the parrot, they walked deeper and deeper into the bush.

THE BOYS MEET TATA DUENDE

Preview

Some children may know who the Duende is, but still have them describe the picture (more opportunity to use English). Vocabulary to elicit and put on the board: (not in order) feet, hands, fingers, thumb, backwards, hat, parrot, branch, etc.

After a time, Peter heard their father calling, "Where are you, Peter? Where are you, John? Come back now!"

The boys turned back, but they took the wrong turn. They walked around and around and around and returned to the same place.

"We are walking in circles," Peter said.

"We are lost," John said.

Suddenly they heard footsteps, but they saw no one. Peter and John were afraid.

"Is it a ghost?" John asked quietly. "Let's hide behind that big tree!"

They ran and hid behind a big pine tree. The footsteps came nearer, and suddenly, they saw a very small man.

"Look at his feet," Peter whispered. "They are walking backwards."

"Look at his hands," John whispered. "He has only four fingers on each of his hands. I wonder who cut off his thumbs?"

The boys were trembling as the little man passed close by.

Just then they heard their father call again: "Where are you boys?"

"Here I am!" John cried.

"Here I am!" cried Peter.

The boys came from behind the tree and saw their father.

"Did you see that little man just now?" they asked.

"No," replied Father. "What little man?"

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The boys told Father all about the little man. Father laughed and laughed.

"That's Tata Duende," he said. "Every Lenten season he walks about in the bush. If you meet him, show him only your fingers. If you show him your thumbs, he will wring them off."

"Can anyone kill him?" Peter asked.

"Yes, you can kill him. You cut up a fifty-cent piece and put it in a cartridge. Then you can shoot and kill him."

What a funny man," Peter said. "I am glad he didn't see us. We were lucky today."

"Yes, we were lucky today," said John.

They all walked back home together.

After you read

A. 1. Do you think this is a true story? Which parts are true and which are not?

2. If this is not a true story, why did Father tell the boys about the Duende? Why do you think he laughed?

3. How is Tata Duende like the Xtabay?

4. Imagine you were lost in the forest or bush.

What would you do? How could you get help?
How might you find a way back?
Who would come looking for you?
Do you know what foods would be good to eat?
Do you know how to build a fire?
How would you stay dry if it rained?
How would you keep warm if it got cold?

Discuss these questions in your group and then share your answers with the class.

After You Read

A. 1. Have whole class discuss which parts are true and which are not real. "Once upon a time" indicates a fairy tale. Burrell Boom is a real place. The boys and Father seem real; Tata Duende is not, etc.

2. Both creatures are not real; both frighten people who are not where they are supposed to be or doing what they are supposed to do. Both stories end happily· the boys are found; Juan recovers.

3. Whole class or group discussion: in group students make notes of their answers to each question to put on the board. The whole class then judges the best answers. A boy scout leader or forest ranger would be a good community person to speak to the class on this subject. Students should be very interested in survival techniques at this age. The class could try out building a fire or a survival shelter.

B. Have students fill in their charts in groups and the report back by putting the chart on the chalkboard. Let students correct each other without teacher help.

Suggested answers:

REAL LIFE	NOT REAL LIFE
1. 2. 3. 6. 7.	4. 5.

B. In your notebook, make two columns like these:

REAL LIFE	NOT REAL LIFE

Now in your group, decide which sentences go in each column and copy them down. Report back to class when you are finished.

1. Peter saw a parrot on a tree.
2. John asked if it was a ghost.
3. They ran and hid behind a big pine tree.
4. His feet were walking backwards.
5. He had only four fingers on each hand.
6. Father laughed and laughed.
7. You cut up a fifty-cent piece and put it in a cartridge.

Words To Know

Tata Duende	frightened	suddenly
backwards	hairy	to tremble
Lenten	a ghost	cartridge

MEETING A DUENDE

If a Duende,
By chance you should meet,
Pretend you're brave
And clench your teeth.

Never let him know,
There are ten little fingers,
And ten little toes.

Show him first,
Your right hand with four.
Then show him your left,
With nothing more.

Things to Do

Practice reading this poem until you can recite it by heart. Then do the motions that go with each verse. Recite it for the class in your group and all together.

MEETING A DUENDE

Preview

Suggested motions:

ll. 1-2	Look around with hand shading eyes.
ll. 3-4	Clench teeth.
ll. 5-6	Show 10 fingers to the left and then 10 to the right.
ll. 7	Point to toes on left and then on the right.
ll. 8-9	Right hand displayed with thumb hidden.

To learn the poem: put poem on the board and have class recite with motions. Then erase one or two key words in each line and have class recite again with motions:

If a _____,
By chance _____ should meet,
Pretend _____ brave
And clench your _____.

Never let _____ know,
There are _____ little _____
And ten _____ toes.

Show _____ first,
Your right _____ with four
Then show him your _____
With _____ more.

Erase one more word in each line and recite again, repeating until all the words are erased. Call on half the class to recite, then row by row, then individuals. (Any poem or dialogue can easily be memorized in this way.) Repeat again in a few days.

WHY THE DONKEY'S TAIL IS SHORTER THAN THE HORSE'S TAIL

Preview

Remind students to read the title and look at the picture before starting to read silently.

WHY THE DONKEY'S TAIL IS SHORTER THAN THE HORSE'S TAIL

A long, long time ago, donkeys had very long tails. They used them to brush flies away from their bodies.

But men used these donkeys to pull heavy loads. They didn't use horses because horses were faster than donkeys. Horses were used only for riding.

The owners of the donkeys used to tie the donkeys' tails to very heavy loads. Then the donkeys had to drag these loads to their owners' homes. The donkeys got very tired of it, because this was very hard work, and it hurt their tails.

Finally, the donkeys decided not to stand for this work anymore. So they bit the tails off of their young.

The young donkeys didn't die, and their tails soon healed. But their tails couldn't be tied to heavy loads anymore.

And from that day to this, donkeys have always had shorter tails than their cousins, the horses.

And that is why we say you should never call a donkey stupid.

27

After you Read

Why does the story say donkeys have shorter tails than horses? Do you think this is true? Why or why not?

Things to Do

1. Do you know any other old stories that try to explain natural facts? Tell them to the class.

2. Make up your own story like "Why the Donkey's Tail Is Shorter." Here are some titles you might try:

How the Toucan Got His Beak
Why the Crab Walks Sideways
Where the Jaguar Got His Spots
Why the Parrot Talks

OR

Make up your own title.

3. Donkeys and horses are related. Do you know what other animals belong to this large family? Read up on it in the dictionary or encyclopedia. The description of "The Tapir" will give you some ideas.

Vocabulary Building

A. In your notebook copy down these words, and next to them write down the word that is opposite in meaning:

1. well - good ill nice
2. happy - sad warm glad
3. pull - haul dragged push
4. hard - easy difficult tough

After You Read

Factual. Discussion will lead to a retelling of the story. Reasons the story cannot be true include the fact that biting the tail off of the young wouldn't produce short tails in the next generation.

Things To Do

1. Ask the class to ask their families for stories to bring in and tell the next time.

2. Have students work in groups of 3 or individually to write their stories. After doing Vocabulary Building, have students use a checklist as in **The Banana Family** to correct each other's papers. Add to the rubric:

7. Look for places to use 's and s'.

Have them illustrate their stories for display.

3. The District Resource Center may be a help in finding references to the horse family.

Vocabulary Building

Have students work in groups first, then put their answers on the board for comparison.

1. well - ill
2. happy - sad
3. pull - push
4. hard - easy

Showing Possession with the Apostrophe

Put the model from the book onto the board, pointing out that the -s' indicates ownership when there is more than one owner. Also put the singular: the (one) owner's home and the (one) donkey's tail to show the contrast.

Have students give several more examples of the singular and the plural possessive before putting them in groups to walk around the room and list phrases. Have them report back by each group writing several possessives from their list. Have students correct each other without teacher intervention.

Further practice: Skills Books, Plurals, pp. 23-32.

Showing Possession with the Apostrophe

Look at these patterns from the story:

The owners of the donkeys

their owners' homes

the donkeys' tails

Possession is shown by adding a 's to the singular noun and s' to the plural noun. Here are some examples:

Singular	Plural
one owner	many owners
one donkey	many donkeys
one donkey's tail	all the donkeys' tails
one owner's home	all the owners' homes

The 's shows that something is owned by one person.

The s' shows that something is owned by several people.

Try out the 's and s' by writing several phrases in each column about your friends and your school. Some examples are given.

Singular	Plural
My teacher's desk	all the teachers' desks
my class's room	all the classes' rooms

Check your phrases in your group.

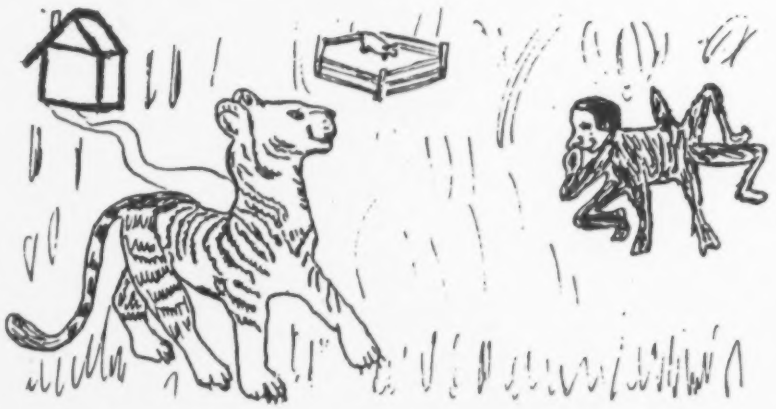
Words To Know

young a donkey heavy

a load to bite, bit stupid

fast, faster, fastest

BR'ER ANANCY AND TIGER'S PIG



Brer Anancy wanted to eat some meat. For a long time he had not eaten meat.

"Let's pass by tiger's yard and see what he has in his pig pen," he told his son Arthurcuma.

"Yes," replied his son. "Tiger is rearing pigs."

"Let's go right now to see which one we can steal."

Later that day, Anancy and Arthurcuma went for a walk. They passed by Tiger's yard and looked in his pig pen. Only one pig was in the pen. It was the fattest pig Anancy and Arthurcuma had ever seen. Anancy's mouth watered. He could almost taste the meat.

"Tonight we'll come for him," said Anancy, pointing at the pig. They did not see Tiger hiding behind a big tree listening to them.

It was very dark that night, so dark you could barely see where you were going. Before leaving home, Anancy told his wife

29

BR'ER ANANCY AND TIGER'S PIG

Preview

Find out if children already know about Anancy. If they do, elicit all that you can about the character of Anancy: he is a trickster; he can change from man to spider and back; he lives by his wits; his enemy is Tiger; he has enormous appetities, he wants to lord it over everyone, etc.

Have children tell any Anancy stories they know. If they know this particular tale, have them tell it in their own words, putting the main ideas of the plot on the board as they tell it (or have them do so, if they are able). Afterwards, compare the two versions of the story.

If they don't know about Anancy, tell students some of the details of his character as above.

30

to boil water and get everything ready for his return.

Anancy and Arthurcuma had to move very slowly in the dark. They could not use a flashlight as it would give them away.

Meanwhile Tiger was waiting for them. His pig was safely in a little hut, and Tiger was right there in the pig pen waiting.

They walked around the pen until they came up to where Tiger was waiting. It was very dark and they could not see that it was Tiger.

"Here he is," whispered Anancy.

"Let's put him in the sack quickly," whispered Arthurcuma.

Together they pulled and pushed until Tiger was in the sack.

"My, but this pig is heavy," groaned Arthurcuma.

It was true. Anancy and Arthurcuma could barely carry the load.

In the bag, Tiger smiled to himself.

After a while the sack became heavier and heavier.

"This pig is getting heavier and heavier," grumbled Arthurcuma.

"Are we almost home, Pa?" he asked.

"Yes, son," panted Anancy, "we are almost there. Home is just around the corner."

In the bag, Tiger smiled again. "Now is the time," he thought.

Tiger then let out a loud growl. It was the loudest growl he had ever made.

Anancy and Arthurcuma stopped. They could not believe what they had just heard. Did this noise come from the sack they were carrying? They felt cold. They felt very frightened.

Then, suddenly, Anancy knew what the noise was.

"It's Tiger!" he shouted. "Son, it's tiger in this bag!"

They both let go of the sack at the same time.

"Oh Lawd, it's Tiger, Pa," cried Arthurcuma.

By this time Tiger was trying to get out of the sack. Anancy and Arthurcuma began running. They stumbled in the dark with Tiger right behind them.

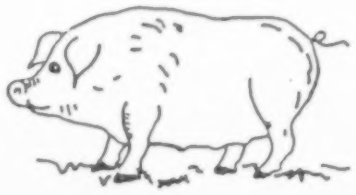
Mrs. Anancy heard them coming.

"They are returning very quickly," she thought.

"Close all the windows. Tiger is after us," Anancy shouted.

"I have everything ready," Mrs. Anancy answered.

By the time Mrs. Anancy realized what was happening, it was too late. They could not get away from Tiger. He ate Mrs. Anancy, Arthurcuma, and all the other little Anancies. The only one who got away was Br'er Anancy. He had managed to get on the roof of the house where he hid from Tiger. Once again, that tricky Anancy escaped from Tiger.



Things To Do

1. Sit in a circle with your class and retell the story in your own words: one person starts, tells a little, and says "And then, . . . " Then the next person continues. Your teacher will help you get started.

2. Do you know another Anancy story? Tell it to the class, or read it to them.

3. Make up another Anancy story of your own. What kinds of things would Anancy do? Who else is in the story? What kinds of things would they say? How did everything turn out.

Things To Do

1. After students retell the story, check details of this version against the ones they know, looking at Anancy's character and the plot.

2. This may have been done under the Preview, or the story may now have jogged someone's memory.

3. This may be a whole-class composition, using the First, Next, Finally brainstorming model, as in The Banana Family. OR have students use the chart in groups on their own.

A BIG ROUND MOON

Things To Do

This poem is short enough for children to learn on their own, OR use the technique suggested under **Meeting a Duende**.

Suggested Motions

11. 1-2: Moon rising - make a circle of arms and bend body sideways from left to right.
11. 3-4: Wink with one eye, then the other.
11. 5-6: Smile, turning face to one side; smile turning face to other side.
11. 7-8: Moon setting - reverse of moon rising, above.

Perform in pairs facing each other after poem has been learned.

A BIG ROUND MOON

A big round moon
Rose high in the sky.
It winked at me
With its big yellow eye.
It smiled at me,
So I smiled right back.
It followed me home
Down a bright silv'ry track

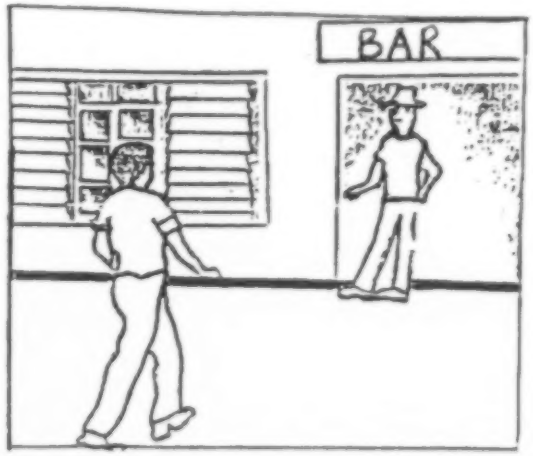
Things To Do

Read and say this poem over until you have it memorized. Recite it for the class, using motions and expressions.

LA SOOSIYA

Preview

La Soosiya is another creature like Tata Duende. She too looks for people who are lost in some way, or who aren't doing what they should. Find out how Mr. Jimmy came to follow her - and changed his ways.



La Soosiya

There are many clubs and bars in Dangriga Town. In the evenings the men of Dangriga visit the bars. One of them used to be Mr. Jimmy.

Mr. Jimmy loved to drink rum. Everytime he got his pay, he headed straight for the bar. There he and his friends drank

LA SOOSIYA

Preview

Read aloud the Preview to students with their books closed and ask them to tell you in their own word what they are going to try to find out. Read it again if they cannot tell you.

Be sure they understand changed his ways (put the expression on the board) by asking for examples from students. Prompt: did Juan change his ways after he was frightened by the Ixtabay? or did he keep going to town? Students should be able to remember the Xtabay story for comparison.

as much as they could. This was all at Mr. Jimmy's expense. He paid for all their drinks. When it was time to go home, Mr. Jimmy was born broke and drunk.

Toward the end of the month of April, Mr. Jimmy had been drinking from five in the evening until about midnight. He and his friends had spent the whole evening arguing, telling jokes, and making a lot of noise.

Now it was time to go home. Mr. Jimmy had a long way to go home that night because he lived on the farthest edge of town in the water supply area. He told his friends goodnight and left the bar. As he staggered along Church Street, he saw his wife. She was beckoning to him, yet she kept moving away from him.

"Wait for me, dear!" he shouted. "I'm coming."

He was not able to catch up to his wife because she kept going farther and farther away. However, Mr. Jimmy did not lose sight of her and kept on following.

The last time Mr. Jimmy saw his wife was when she went behind the water supply plant at the edge of town. He went behind the building, and when he found that his wife was not there, he fell asleep. He slept there for the rest of the night.

Next morning, at about 7 o'clock, Mr. Palacio went to check the machine at the plant. He walked around the building and found Mr. Jimmy sound asleep.

"Man, how did you reach here?" Mr. Palacio asked.

"I saw my wife come this way last night," answered Jimmy.

"Your wife, you say!" exclaimed Mr. Palacio.

"Y-ye-yes-s-s," slurred Jimmy.

"You mean after you left the club last night?" asked Mr. Palacio, amazed.

"Ye-ee-ss," stuttered Jimmy again.

"Well you are lucky, my brother, that you did not end up in the bushes."

"Why?" asked Mr. Jimmy, and he felt something cold in his chest.

"That was La Soosiya, my brother. She only appeared to look like your wife. She intended to take you to the bush and you would never find your way back. Since you were walking very slowly, she did not wait for you. She has taken drunken men like that. She always appears like someone you love so that you will want to follow her. If you know what is good for you, you had better stop drinking. Someday she'll succeed in taking you into the bushes," said Mr. Palacio.

So Mr. Jimmy jumped up, now cold sober, and hurried home. When he got home, he told his wife the story.

"Oh my!" she exclaimed. "So you followed La Soosiya last night? Man, you are lucky to be here."

From that day, Mr. Jimmy didn't drink any more rum. When he got his pay, he went home and gave it to his wife. The

After You Read

1. Factual. Put a 3-part retelling guide on the chalkboard:

Before	During	After

As students retell the story, put events in the proper column. Students may have more details than these events, and may retell in a different order. Ordering within columns is not important.

Before: Mr. Jimmy drinks a lot, spends family's money, lives in Dangriga, etc.
During: Mr. Jimmy gets drunk, La Soosiya beckons to him, follows La Soosiya, sleeps all night behind water supply plant, etc.
After: Found by Mr. Palacio, finds out about La Soosiya, wife says he is lucky, gives up drinking, plays billiards with friends, family happy again, etc.

2. Have students discuss this question in groups. Give them a grid on the board to guide their discussion. All groups fill in grid for all characters:

Character	Description	Appears When?	Scariest (check)	Most Likely To Meet
Xtabay				
Jack-O'-Lantern				
Tata Duende				
La Soosiya				

Each group then reports back using the same grid: one group puts description and when appears for one character, the next group does the next, and so on. Each group votes once for the scariest and the one most likely to be met. In discussion, have students correct each other on description, or add more detail, if necessary. Have them justify why the Jack-O'-Lantern is the only one they might really see (it is the only real natural phenomenon).

In discussion, be sure students recognize similarities of Mr. Jimmy's drunken state to the state of fear in the boys and Juan.

3. The proverb may be difficult for younger children to discuss. The general idea is that people who are doing wrong, like Mr. Jimmy or Juan, or the boys who shouldn't go into the forest, are apt to get into trouble themselves. The scarey creatures are their own fears. More positively, if you are brave and doing the right thing, you have nothing to fear.

Vocabulary Building

Act It Out

Have students take turns performing each action. Expansion: ask students in groups to put on a short skit in which they use one of the actions. Audience has to guess which action they have chosen to use. (Skit can be with words, or in mime.)

little money that he kept, he spent on playing billiards at the Central Club with his friends. He lived happily with his family after that.

After you Read

A. 1. Retell the story in your own words.

2. Compare La Soosiya to the other imaginary creatures you have read about:

The Xtabay
Jack-O-Lantern
Tata Duende

When do they appear to people?
Which is the scariest?
Which one do you think you might really meet one day?

3. There is an old Belizean saying:

"A ghost always knows who to frighten."

How does that saying apply to these stories of imaginary creatures?

Vocabulary Building

Act it out

What does each action look like? Take turns acting.

Mr. Jimmy staggered when he was drunk.
La Soosiya beckoned to him.
Mr. Palacio was amazed at Jimmy.
Mr. Jimmy fell asleep.
Mr. Jimmy was playing billiards

Telling Time

(Your teacher may wish to review telling time before you do this activity.)

A. Mr. Jimmy stayed in the bar from 5 o'clock until midnight. How many hours was that?

5 o'clock

midnight

When else does the clock look like midnight?

B. Mr. Palacio found Mr. Jimmy at 7 o'clock in the morning. How many hours was Mr. Jimmy asleep?

C. Draw a clock face on paper or cardboard and make 2 hands for it separately. (You can use twigs or match-sticks if you wish.) Take turns with your partner testing each other on telling time. Use these questions:

1. What time do you get up? At _____
2. What time does school start? At _____
3. When is dinner time? From _____ to _____
4. What time do you get out of school? At _____
5. When is tea? At _____
6. What time do you go to bed? At _____

Words To Know

to stagger	to beckon	to intend
to keep	to change	to appear
central	billiards	

Telling Time

Before students attempt exercises, review or introduce ways to read the clock and tell time. As you explain useful concepts, draw a clock on the board, and use a clock made from cardboard with movable hands. Keep the clock on display for frequent review, for example, setting the hands each time a new activity period begins. Later have students move the hands to show the time, and let them use the clock (or have them make several) to test each other.

Useful Concepts: The shorter hand tells the hour, the longer hand tells the minutes. All the way around the clock for the longer hand is 60 minutes, or one hour. Halfway around the clock is a half hour or "half past" the hour. A quarter of the way around the clock is 15 minutes or a quarter past the hour.

If telling time is a new concept, review the ideas over several sessions in several weeks before doing the exercises in Vocabulary Building.

A. Mr. Jimmy stayed about 7 hours. The clock looks the same at noon and midnight.

B. Mr. Jimmy slept 7 hours.

C. Have students work in pairs as you circulate and observe them, encouraging English. Have them draw a clock face for each sentence.

2. HOLIDAYS

This section is intended to be used as the holidays come up during the school year. The months involved are noted in the Table of Contents. For example, Garifuna Dances should be read in November for Settlement Day, and The Patron Saint of San Antonio, Rio Hondo in June for that saint's day.

Special care should be taken to engage students in relating the celebration of holidays around the country to their own local observances. In this way, they can "locate" the new and unfamiliar within their own experiences, and at the same time learn about the wide variety of people in their native land.

Local holidays or special occasions not included in the stories in the Reader are a good opportunity for additional language experiences modeled on those in this book. The school as a unit should participate in local occasions, presenting a dance or play, decorating the school walls with student art work, having students write stories about the occasion, even undertaking some ambitious communal project, such as a mural representing the event.

Holidays and other celebrations are also a good time to improve school-parent relations. Parents should be encouraged at these times to visit the school and to see their children's work and to lend their support to the educational enterprise. The commitment of the parents is often a crucial factor in a child's success at school.

The Curriculum Development Unit would be interested in any new local additions to this section on the holidays. Please send in your story of a local celebration for the next edition!

38

CARNIVAL TIME IN BELIZE CITY

Preview

In September, Belize celebrates the Battle of St. George's Cay. Each group in Belize adds its own customs to this celebration. What other important day do we celebrate in September?

Today is September 10th. The Gabourel family is in Belize City and it is Carnival time. John and Mary are from the Toledo District. They are visiting Belize City for the first time with their father and mother.

"This is Albert Street," says Father. "The parade of floats, bands and people passes on this street every year. Be sure to look carefully at the parade. It is fun and everyone enjoys himself. The floats are beautiful and people wear fancy clothes."

"Wait," says John. "Is it music I hear down the street? "What kind of music is it?"

"Yes, it is music you are hearing," says mother. "That is calypso music."

"Look!" says Mary. "Four bands are playing in the parade. All the people are wearing colourful costumes. They are laughing and dancing."

"Come over here," says Mother. "The Carnival Queen is passing. Look at her pretty dress! Isn't she beautiful?"

CARNIVAL TIME IN BELIZE CITY

Preview

Lead a discussion on Carnival. Students from Guatamala and Honduras should have new information to add and may celebrate Carnival at other times. Try to get students to offer details of colour, sounds, foods, and dancing. Target vocabulary of float, costume, parade, to enjoy (yourself, oneself) should come up naturally in the discussion.

After You Read

1. Inference. Because Father parks the car and they walk over a bridge, the story implies cars can't drive to Bird's Isle. OR the island was crowded, so they parked a distance away.

Discuss the meaning of isle (short form of island) and peninsula from the same root:
pen = partially, almost

2. Inference. Alberta is probably a friend of theirs, probably from Columbia Village.

3. Inference. They may not have seen the dancing because the children describe it to them, OR they saw it, but the children didn't see them.

"Yes, she is beautiful," says Mary.

They stand and look at the bands, floats and people, until they hear Father calling.

The family gets into the car. They drive off toward Bird's Isle. At first, Mary is afraid to walk on the bridge. But when she sees Mother, Father and John bravely walk over, she loses her fear. Quickly she runs after them.

John is hungry now, so Father takes them over to a lady selling tasty rice and beans. Another seller has tamales wrapped in warm, slippery banana leaves. After eating, John and Mary wander off to see some dances.

Several groups are dancing. They are the Mayan Indians, the Chinese, the Creoles, and the Garifuna.

"Those children look like the boys and girls of Columbia Village," says John. "One of them looks like Alberta."

"Yes," says Mary, "the one with the yellow blouse looks like Alberta."

They watch the dances until Mother arrives to say that it is time to go home. They walk towards the bridge where Father is waiting. The children tell Father about the dancing.

"The dragon dance by the Chinese is very funny," Mary says. "They pretend to be a long dragon with a head. The Garifuna dance is just like the one we see in Punta Gorda," she continues. "They use big drums and wear dresses of red and yellow. I have many things to tell my friends when I go home next week."

They reach the car and get in. John and Mary relax in the back seat. Father drives about, giving them a last view of the city That night. It has been a wonderful day.

After You Read

1. Can you drive to Bird's Isle? What in the story makes you think you can or cannot?
2. Who do you think Alberta is?
3. Do you think Father and Mother saw the dancing? Why or why not?

Things To Do

1. Have you ever seen a carnival celebration? Describe the floats and costumes and dances you have seen.
2. Carnival is a festival in many parts of the world. What kinds of Carnival do you know about? In the encyclopedia or dictionary or other books, read about how Carnival is celebrated in other countries. Mardi Gras in Brazil and Chinese New Year's are especially interesting. What does the dragon stand for? Write or tell the class about what you have found out.
3. What kind of other celebrations have you been to — a wedding, a wake, a birthday? Describe what happened. How did people dress? What was the most interesting to you?
4. Maybe your school will have some kind of holiday celebration. Make costumes for it, and plan a dance or play to perform. (See the story, "How the K'etchi' Woman Dresses" for ideas on how to make clothes.)

Things To Do

1. Focus the discussion comparing the carnival as students know it and the carnival described in the story by putting two columns on the chalkboard:

	Your Carnival	Carnival in B.C.
parade/ floats:		
costumes:		
dancing:		
food:		

Have students make comparisons themselves as you put notes in the columns, or better, have students write notes themselves. When board is filled, have students offer any corrections in spelling. Do not single out any particular student for correction: the important thing is to get correctly spelled words visible.

While notes are still on the board, you could have the students each write his/her own short essay comparing a carnival familiar to him with the story's carnival. Suggest organizing the essay using the topics in the left-hand column. Request that students ask you for spelling as they write, and put any new words requested on the board also.

Use revision groups as suggested in **The Banana Family** and **Why the Donkey's Tail is Shorter**.

2. If a dictionary or encyclopedia is available, have each group look up one country and report back. Mardi Gras (Brazil and New Orleans, U.S.A.) and Fasching (Germany and Switzerland) are the terms to be researched. Be sure students find out when carnivals are celebrated and what the occasion is. The Saturnalia (ancient Rome) is probably the origin of most of these festivals. In Asian countries, the dragon dance and firecrackers sweep out the old year and bring in the new. This presents an interesting comparison to the Lenten festivities. The District Resource Librarian should be able to help supply information.

3. Students may be unfamiliar with Carnival (1.) and may have only very limited research resources. This question gives them a chance to relate their own experience to the rest of the world's.

4. If possible, encourage your school's participation in any local community celebration. Even very simple costumes of paper make an occasion special, and students should begin working in groups for performances. (See Teacher, Teacher for drama ideas.) A "float" can be made from a cart or wheelbarrow.

Vocabulary Building

A. Put chart on board for the whole class to use: have student come to the board 4 at a time to write smaller words. Avoid words that do not relate to the meaning of the original word, e.g., be in beautiful is unrelated to the meaning, and should be ignored.

carefully	beautiful	everyone	together
care full careless carelessly caring cared cares other words in -full + -ly	beauty full beautify beautician other words in -full + -ly beautifully	every one ever very verify everyday every thing everyone some one once	to toward into gather get got (related)

B.

They continue watching the dances until Mother arrives to say that it is time to go home. They walk towards the bridge where Father is waiting.

Vocabulary Building

A. Make smaller words from these big words.

carefully	beautiful	everyone	together

B. Fill in the space with vowels to make words and complete the passage. (Do orally first)

Th_y c_nt_n__ __ w_tch_ng th_ d_nc_s _nt_l M_th_r _rr_v_s t_ s_y th_t _t _s t_m_ t_ g_ h_m_. Th_y w_lk t_w_rds th_ br_dg_ wh_r_ F_th_r _s w_ _ t_ng.

Words to Know

to enjoy oneself	a float	calypso	a costume
a parade	Chinese	bravely	Garifuna
to celebrate	a celebration		Carnival

GARIFUNA DANCES

Preview

Have you ever seen Garifuna dancers?
What did they look like?
How does the music sound?
(Your teacher may have a tape for you to listen to.)

When we lived in Dangriga for a year, we enjoyed ourselves very much. We enjoyed listening to the music, and looking at the different dances.

Drums play a most important part in Garifuna music. Garifuna people dance to the beat of their drums. Two drums are usually used. They are called the "Primero," (the "First") and the "Segundo," (the "Second"). The Segundo is the larger of the two. There are many famous Garifuna drummers, of which the most famous was Machete. He played the drums for many years. If you look at the picture on the next page, you will see the Segundo and the Primero.

At Christmas time, the Wanaraguwa, or John Kunoo, is the most popular dance. The John Kunoo dancers go from house to house playing their music and dancing. The men dress in gaily

GARIFUNA DANCES

Preview

If possible, obtain and play a tape of Garifuna music before the children start to read. Have them dance freely to the music, as they feel like, clapping hands or beating sticks for rhythm. If you know some Garifuna dance steps, you might teach them to the children after they have danced freely.

44

coloured masks and have lots of shells on their legs. When they dance, the drums blend beautifully with the sound from the shaking shells. The women are dressed in gaily coloured skirts with headties and lots of beads. On other occasions, the Kulio, or Punta, is danced. In this dance, there is a lot of singing and lots of body movement.

In November, the Garifuna people celebrate Settlement Day. This, too, is a time of dancing. On November 19th in 1823, several boats full of Garifuna settlers came to Belize. Their leader was Alejo Beni. Today, the citizens of Dangriga reenact a part of the long journey in small boats. Drums and chants help the men to paddle to shore. When they reach the beach, drummers drum and dancers dance in celebration. Then, a parade winds through Dangriga Town to church, where a mass is said in Garifuna. A dance is performed in front of the altar. The people give thanks for the safe arrival of their ancestors in their homeland.

After church, the townspeople go to the park where they celebrate some more. The Garifuna Queen is chosen. She must know the Garifuna language very well. She is proud to represent the hign ideals of her culture.

We have moved far away from Dangriga now, but we still remember Garifuna music with pleasure in our hearts.

165

Things To Do

A. In a poem or a story, describe a dance you have seen. How did the dancers look when they moved? What coulors did they wear? How did the music sound?

B. Make up your own dance using your own rhythm instruments. If you have a tin at home it will make a good drum. Or fill a box with small pebbles, buttons, or shells to make a rattle. What other instruments can you find or make?

Now in your groups, decide what dance steps you will use and what patterns the dancers will make. Practice and perform it for your class.

C. Have your own Settlement Day celebration. Reenact the boat trip and the landing of the boats led by Alejo Beni. Find out how the settlers dressed and what they brought with them. What would they say and do when they landed? Use the dance you made up in B. as part of the celebration

Vocabulary Building

A. Primero and Segundo mean first and second in English. Here are the other ordering number forms in English. Can you see how they are made?

one	=	first	twenty	=	twentieth
two	=	second	twenty-one	=	twenty-first
			and so on		
three	=	third	thirty	=	thirtieth
			and so on		
four	=	fourth	forty	=	fortieth
			and so on		
five	=	fifth			
six	=	sixth			
seven	=	seventh			
eight	=	eighth			
nine	=	ninth			
ten	=	tenth			

one hundred = one hundredth
and so on

Things To Do

A. If children can't think of any other dance, have them describe the one they did themselves in the Previw. Orally: have children take turns describing the dance while you put key words and vocabulary they need on the board. Suggestion for a poem (cinquain form):

a name (noun)	Dance
2 descriptive words	Colourful, magic
3 -ing words (gerunds)	Whirling, jumping, laughing
4 words telling how it feels	All excited in my heart
name (synonym of first line)	Fiesta

B. Have students make up dances in groups of 5-6. As you circulate among groups, keep them focused on planning and help them use English where possible. They may want to block out their steps and movements in chalk on the floor. Give them several practice sessions over several days before the performance.

C. Encourage children to imagine life as it would have been for settlers on the deserted shores in 1823: they would have to find food (fish, crabs, game from the forest, coconuts, greens from the bush, fruits), make shelters (palm fronds?), make a fire (flint stones--no matches), and eventually build a town: saw boards from logs, make nails, lay out streets and drains, build bridges, etc. Research might be done to find out what foods would have been here and which were imported later. For instance, mangoes originated in India: when and how did they come to Central America and Belize? Which foods and seeds did the settlers bring with them? The District Resource Library may help with a more extensive project.

Vocabulary Building

A. Ordinal numbers tell the order; cardinal numbers indicate quantity, but not order.

Try to get students to generalize about how the ordinals are formed: add -th to the cardinal number. First, second, and third are exceptions. Fifth changes the v to f for pronunciation. Eighth drops one t and ninth drops the silent e.

All others are regular.

Get students to generalize that all of the ten's (twenty, thirty, forty, etc.) change y to i before adding -eth (this is a regular English spelling rule to preserve the sound of the root word).

Have students in turn say all the ordinals to one hundreth, then the hundreds to one thousandth. Point out that the ordinals are always preceded by the article the.

B. Have students say the sentences orally in turn. Suggestions:

1. & 2. Children enjoy saying their names as first and second.
3. Have children count off, each one saying a number, to find out how many there are. (This is a good strategy for forming groups.)

The answer to the first part of (3.) will determine the second part of (3.) and (4.) Example: if there are 25 students in class, the last child out is the twenty-fifth and the shortest is the twenty-fifth in size.

4. Have children line themselves up by size to find out who is tallest and shortest (also a PEP curriculum activity).
5. first
6. first, second
7. third
8. one hundredth
9. Depending on year: subtract 1981 from the present year (1986 is the fifth anniversary (anno=year).
10. Depends on the year: subtract 1823 from the present year (1986 is the one hundred and sixty-third anniversary).

Use the ordinal numbers in each of these sentences. The first is done for you.

1. When you went to dinner today, who was the first out the door?
2. Who was the _____(2) out the door.
3. How many children are in your class? (Ask your teacher to help you count everyone.) The last child out the door to dinner is the _____one.
4. The shortest student in your class is the _____ in size.
5. If you are the best student in your class, you are the _____ in your studies.
6. If you are the oldest child in your family, you are the _____ child. Your next brother or sister is the _____ child.
7. If there are three children in your family, the last one born is the _____ child.
8. The year 2081 will be the _____ birthday of the nation of Belize.
9. This year is the _____ anniversary of the first settlement of Belize by the Europeans and Africans.
10. This year is the _____ anniversary of the Garifuna landing at Dangriga on Settlement Day.

Words to Know

Wanaraguwa (Garif. John Kunoo)		Primero
Secundo	Kulio (a Garif. dance)	
a settlement	a settler	famous
a drum	a drummer	to drum

SANTA CLAUS

Preview

Santa Claus is a familiar name for Saint Nicholas. He was especially kind to children.

This is Santa. He is from the North Pole. His cap and suit are red with white fur. His belt and boots are black. His beard is long and white. Santa is holding a card in his hand. The card is from boys and girls.

Santa comes around at Christmas time. He brings gifts for almost all boys and girls. Santa puts the gifts under the Christmas tree. The boys and girls find their gifts. They are happy. Pat opens her gift. It is a doll. It can say "Mama." Peter opens his gift. It is a red ball. It is very big. Pat and Peter are happy. Their gifts from Santa are lovely.

SANTA CLAUS

Preview

Find out if children know anything else about Santa Claus, e.g., the reindeer, the elf-helpers, the house at the North Pole, etc. Then find out if children know any more about St. Nicholas. This would be a good research project. The local Roman Catholic church should have good sources. A priest or nun might be persuaded to come and tell the story of St. Nicholas either before or after the story is read.

After You Read

1. Relating. St. Nicholas was kind to children and continues so after his death. Discussion could lead to whether Santa Claus exists and how he has come to mean "the spirit of Christmas."

2. Relating. Encourage children to think of the modest kinds of presents they could realistically make themselves: a hand-made card or drawing or a tree ornament, a story, a promise or "contract" to perform some special chore or task.

3. If children celebrate Christmas with a tree, have them describe ornaments and how they make them.

Things To Do

Suggestions: (adapt these art/media activities to the resources appropriate to your area)

cards: draw cards on paper folded over (coloured paper if possible), or use old magazines to cut out pictures and paste onto cards. Or tear bits of magazines to make collage pictures.

tree ornaments: string popcorn or berries into long ropes with needle and thread.

Cut coloured paper, old magazines, or newsprint into strips, fold and paste into interlocking chain.

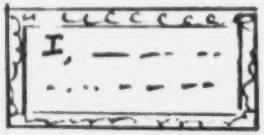
String small pieces of crumpled foil into long ropes.

Draw or colour a picture, cut out figure and paste to a second sheet of paper for strength; hang with string.

Paint faces on a wooden clothespin or carved twig; paste on bits of cloth for garments; hang by thread.

Stuff an old sock to make a small doll; embroider or paint on face; sew or paste on cloth clothes.

"contract": "I, _____, promise Mother to sweep the floor every morning for one week." Print carefully and decorate with drawings or cut-outs.



Vocabulary Building

A. Try to have students answer orally without looking at the story, and then check themselves. May be done in groups. (All answers are in the text.)

After you Read

1. Why does Santa Claus like to give gifts on the birthday of the Christ Child?

2. What kind of gift do you think Pat and Peter give to their parents?

3. If your family celebrates Christmas with a tree, what kind of ornaments do you put on it?

Things To Do

Your teacher might like to help you make a gift for your parents, such as a card or picture, or a decoration for the Christmas tree.

Vocabulary Building

A. Write these sentences in your notebook, filling in the correct words:

1. Santa wears a _____ and _____ suit.
2. He has a _____ in his hand.
3. The card is from _____ and _____ .
4. Santa puts the _____ under the Christmas _____.
5. Pat gets a _____, and Peter gets a _____.
6. Santa comes at _____ time.
7. He lives at the _____ _____ where it is cold.
8. Santa's _____ is long and white.

Now check your answers with at least two other students.

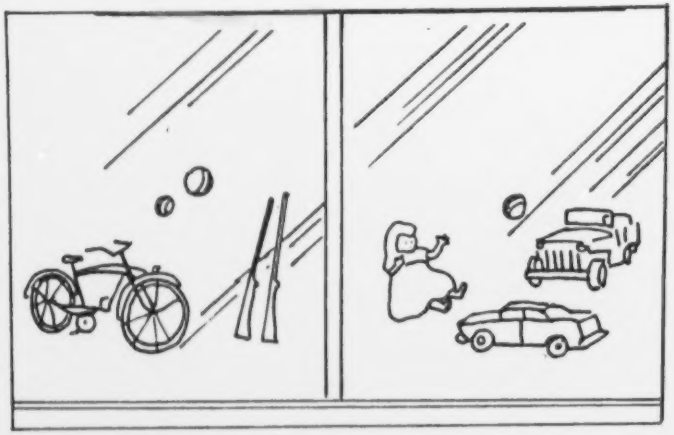
Words To Know

Christmas	a gift	a window
the North Pole	a beard	to hold

CHRISTMAS IN BELIZE CITY

Preview

As you read, think about how you celebrate Christmas in your community.



One Saturday in December, the postman brought a letter for Mrs. Smith.

"Who sent it, Mommy?" asked Tony.

"It's from Uncle Dave," replied Mrs. Smith.

"Oh, he's the one in New York," said Tony.

The envelope had in it a pretty Christmas card and two hundred dollars.

"The money is my Christmas gift," said Mrs. Smith.

CHRISTMAS IN BELIZE CITY

Preview

May be done orally before reading, in which case, shorten discussion of After You Read (1.) OR read Preview aloud to students, wait a few moments so they can think about it, and then have them read the story silently.

Every day the children heard Christmas music over Radio Belize. They counted the number of days before Christmas, too. The Smith family was getting ready for Christmas. Mr. Smith was painting the inside of the house. After this, he was going to polish the furniture.

One day Mrs. Smith went shopping. She bought curtain cloth at Brodie's. At Romac's she bought fruits for her cake. She bought Christmas cards at the Vogue. The last place she visited was Bowen and Bowen. Here she bought Coke and Fanta.

Mr. and Mrs. Smith took out the children, Tony, Jean and Anita. They wanted to see the shop windows. There were many toys in them. There were bicycles, dolls, teddy bears, cars, trucks and guns.

"I like the dolls," said Anita.

"And I like the bicycles," said Tony.

"What do you like, Jean?" asked Mrs. Smith.

"I like the big Teddy bear," said Jean.

"Look at big fat Santa," said Mr. Smith. "Don't you want to see him too?"

"No," they said and laughed.

At school the children were practicing for a Christmas play. Tony was Angel Gabriel. Jean was Mary, and Anita was an angel. In the night they practised at home. At school, each class sang Christmas carols and had a Christmas party. There was chicken, salad, rice and beans, and Coke and Fanta.

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One Saturday morning Mrs. Smith went to the Farmer's Market. The children went with her. There were some people selling live turkeys. Others sold berry wine and cashew and ginger wine. Mrs. Smith bought a bottle of each.

"I don't like these turkeys," said Mrs. Smith. "I am afraid to kill them. I will buy a frozen turkey at Romac's."

Later in the day Mrs. Smith went again to Romac's. She bought a big frozen turkey and a big ham. She also bought bread crumbs to stuff the turkey.

Two days before Christmas, she baked her cakes.

The next day was Christmas Eve Day. It was a busy day for the Smith family. Mr. Smith had to change the linoleum when he came home from work. Mrs. Smith stuffed her turkey and put that and the ham in the oven. In the evening she decorated the Christmas tree. The children took out Christmas cards to give to friends and relatives.

On Christmas Eve at night the Christmas tree lights were put on. "They look beautiful," said Jean.

"Yes," said Anita. "It's because of the different colours."

At eleven o'clock, Mr. and Mrs. Smith went to church. The children were all in their beds. Outside, it seemed that all the people of Belize City were in the streets, going to the many churches of all faiths. Candle light and beautiful music filled air as the church choirs sang to celebrate the birth of the Infant Jesus. At midnight,

the bells of all the churches rang in harmony. People poured back into the streets. They wished each other "Merry Christmas," as they hurried home. When Mr. and Mrs. Smith returned home, they wrapped the children's presents. Then they put them under the Christmas Tree.

On Christmas Day, Tony, Jean, and Anita awoke early. They wanted to see what Santa had brought them. Tony got a bicycle. Jean got her Teddy bear and Anita got her doll. They were all happy. They hugged and kissed their parents.

After breakfast they went to show their friends their toys. Tony gave Jack, his friend from the other yard, a ride on his bicycle. The other children had all sorts of toys. There were guns, trucks, cars, and dolls. They were all happy with their toys.

The children enjoyed their Christmas dinner. They ate rice and beans, ham, salad, and turkey. Then they were given cakes and drinks. Their parents drank wine.

In the evening, the children went to visit their cousins. On the street, they passed groups of noisy people. Some were singing and some were dancing. They passed a house where they heard disco music. The people inside were dancing and celebrating, too. Everywhere, they heard people call, "Merry Christmas!"

The day after Christmas Day, there were horse races at the National Stadium. In the evening, the children went to the

116

races. On the way they watched the Garifuna dancers. When they got home, they were tired, but they had really enjoyed a wonderful Christmas.

After you Read

1. How is the way Tony, Jean, and Anita spend Christmas like your Christmas celebrations? How is it different?

2. Why do you think the children didn't want to see Santa?

3. What is your favorite holiday or festival? How do you celebrate it? What foods do you eat? How do people dress up? What ceremonies do they perform? Do you go to church? Exchange presents?

4. It is often said that the spirit of Christmas is love, and that the thought of giving is more important than the gift. Reading a story to someone or performing some task for them is as great a gift as a buying toy or other present. Think of something nice to do for someone and surprise them with that gift.

Vocabulary Building

A. Write down as many nouns as you can using the different headings:

Persons	Animals	Places	Things

After You Read

1. Relating. If you have already discussed the children's Christmas celebrations in detail in the Preview, then skip this question. Otherwise, try to get as many students as possible to respond. Keep attention focused on same and different (put on the baord and make notes as children speak, if you wish).

2. Relating. Perhaps the children in the story felt they were too old for Santa. Some children may still believe in Santa Claus. This is a good age to encourage them to move away from a materialistic view of Christmas ("What presents can I get?") to the spirit of Christmas ("What can I give?") Santa represents the spirit of giving. He is "real" in that sense.

3. Relating. Various answers: this question offers the possibility of further discussion about holidays, though many children will like Christmas best.

4. Relating. Try to get each child to think of something special he/she could do for someone else, for example, sweep the floor or put away their things without being asked.

Vocabulary Building

A. Have students work in groups, filling in the chart together on one piece of paper. Then have each group in turn put up as many different words on the grid on the chalkboard as they can. Make it a game to see which group can think of the most new words.

As students work, circulate to encourage them to use English. Help them put the words in the right column and spell them correctly. If they seem stuck, give them clues, for example, "What do you see in this room?" or "Imagine your house and yard--what do you see there?"

Remember Me?

Have students complete this activity in groups and then report back orally: the reporter from Group A says the riddle and the reporter from Group B gives the answer; then Group B riddles Group C, and so on. After each answer, ask the group who read the riddle if they agree with the answer (listening practice). Try not to indicate if the answer is right or wrong yourself: get students to listen to--and learn from--each other.

54

Remember Me?

1.	I bring letters for people.	tree
2.	You use me to buy with	Santa Claus
3.	I have two wheels	breakfast
4.	People celebrate me on December 25th.	postman
5.	You put presents under me.	turkey
6.	You have me every morning	bicycle
7.	I bring gifts for children at Christmas time.	money
8.	I am a bird people eat at Christmas.	Christmas

New Words

to practice	a relative	some breakfast
an envelope	drunken	some furniture
to decorate	a bicycle	to wrap

PATRON SAINT OF SAN ANTONIO, RIO HONDO

Preview

On the map of Belize, find the town of San Antonio on the Rio Hondo.
What district is it in?
Now find three other towns named San Antonio.
What districts are they in?
Why do you think these towns are named after St. Anthony?

San Antonio is a small village. It lies by the Rio Hondo. It is very beautiful. It has rivers all around. The population is small with only about four hundred people, who are mostly Mestizos. They farm milpas and cane fields. They plant corn, berries, pumpkins, cocoa, sweet potatoes, and yams. They usually do not take them to the market, but they use them in their own homes. The men and boys usually go fishing on bright sunny days. Sometimes they have a good catch. Sometimes they have a bad catch.

PATRON SAINT OF SAN ANTONIO, RIO HONDO

Preview

A map of Belize is necessary for this Preview. The District Resource Center may be able to obtain one for you to use.

The San Antonio of this story is in Orange Walk District near the Mexican border (north-west of Orange Walk town). The other 3 San Antonio's are in Corozal District, near Corozal Town; in Cayo District on the Chiquibul Road (due east of Benque Viejo--your map must be especially good to find it); and in Toledo District west of the juncture of Big Falls Road and the Southern Highway.

Your students should be learning and using the direction words--north, south, east, west, north-west, south-east, etc.--as they use the map.

Draw a compass on the board, have them take turns labeling the directions, and then have them draw their own compass in their notebooks. Point out the compass on the map. If you have a real compass, bring it to class, or make one by magnetizing a needle (rub it on a magnet one way) and floating it in a cup of water. Have students try the compass in various parts of the school and schoolyard. Have them find north and relate it to the map and to their town and school.

Before they read, remind students that they are to find out why these towns are named after St. Anthony. (You may wish to write this question on the board before they read.)

5a

After You Read

Before beginning Things To Do, have students close their books and answer the Preview question in their own words. Factual and inferential: St. Anthony worked miracles; he was beloved of God; people honour his good qualities; they hope to be like St. Anthony, etc.

5b

Early in June comes the day of Saint Anthony. St. Anthony is the Patron Saint of San Antonio, so the whole village celebrates this day.

St. Anthony of Padua was born in Portugal in 1195. Early in his life he met some brave missionaries who later were martyred in Morocco. He vowed to become a missionary too. In 1222 he was ordained to preach in the Order of St. Francis. He preached all over Italy and made his home base the town of Padua. He was a great worker for the poor, the sick, and the troubled. The Baby Jesus appeared to him in a vision. When he died in 1231, his tomb became a shrine and many miracles were reported. He was canonized as a saint in 1232. Although he lived long ago, people still honour his work for God.

In the village of San Antonio in Rio Hondo, people say novenas, nine days of prayers, in St. Anthony's honour. On the last night of the novena, a dance takes place at the big ramada, a large hut with palm leaves for roof and walls. The men, women and children all wearing colourful new clothes.

The night is usually full of stars, and the people are ready to celebrate. The sound of the music fills the air and the people, old and young, like it very much. Everyone dances in the ramada. The band goes on playing all night. All the people seem to be enjoying themselves and old and young couples keep dancing. At five o'clock in the morning, the band stops playing. All the people have to go home. They are very tired, but very happy.

Things to Do

A. If your town or a town nearby is named after a saint, find out all you can about him or her. Your parish priest will probably be happy to give you information.

OR

Find out where the name of your town came from. Old people living in your village should be able to help you.

B. Many towns or even families have their own special festival or celebration. Imagine you have a friend who lives far away. Write a letter to him or her describing a celebration in your family or village or town. You can use these questions to get started:

First describe your town or village:

- Is it large or small?
- Does it lie by a river? How would you find it on a map?
- Is it beautiful?
- What does it have all around it?
- Does it have a large population or a small one?
- What kind of people live there?
- What kind of work do they do?
- What do they grow?
- Do they hunt or fish?

Then tell about the day the celebration happens:

- Why do you celebrate this day?
- What do you do during the celebration?
- How does it end?

Start out your letter with the date and greeting:

Things To Do

A. A priest or nun may be able to come talk to your class about the local patron saint (in English). Be sure to encourage students to take notes and ask questions. Follow-up could be a write-up or the talk as a newspaper story or feature article.

B. Before students begin working on their letters, have them retell what they remember of the town of San Antonio from the story. Put 2 columns on the board, and use the questions in the text to fill in first the San Antonio side and then the side for your town. Let students write answers <u>in note form</u> (note-taking skills).

San Antonio, O.W.	Our Town
small village	
near river	
n-w of O.W., near Mexico etc.	

The second paragraph of the letter may describe several different celebrations, depending on the individual student's choice.

When the letters are written in draft, use Editing Groups of 3, having each student complete the worksheet for the other 2 papers and his/her own. Put the editing form on the board as a reminder. Circulate among groups, reading papers and checking students' responses. Help them use English to discuss their answers: Question (7.) should be explained orally by each student to the others in the group. Have each group choose the letter they like the best and read it to the rest of the class.

Set up an exchange of letters with a school in another district, perhaps through another teacher you know. Curriculum Development may be able to help you make an exchange without spending money on postage.

Words To Know

Impromptu Speech: Have students use as many words as they can in a short speech about themselves and their community. Give students a few moments to compose their thoughts, but don't let them write anything down. Put the words on the board to let them look at as they speak.

Don't correct as they speak. For each student, you may want to note one or two words or expressions that they may need to work on later. Or you may wish to teach and practise some words or expressions later with the whole class.

Remind the audience that each student is responsible for at least one question when the speaker finishes. Call on two or three different students after each speaker to ask his/her question.

This activity should take place over two weeks or more, a few speakers each day, so that students do not become bored.

58

When you have finished writing, sit in a group of three. Each person should read the others' papers and help correct them. Use this form to help you:

	Paper #1	Paper #2	Paper #3
1. Does it make sense? (I can understand all of it.)			
2. It answers most of the questions under Things To Do			
3. It has good descriptive words (adjectives).			
4. I liked to read it.			
5. Every sentence starts with a capital letter.			
6. Every sentence ends with a . or a ? or a !.			
7. The best part of this paper is			

When you have finished correcting, your teacher may wish to see your paper. Maybe your teacher will send your letter to a student in another town or another country.

Words to Know

a pumpkin	a community	to farm
a couple	themselves	to celebrate
a population	a missionary	a celebration
Mestizo (Sp. mixed)	ramada (Sp. shelter)	
a patron	novena (from Sp. nine)	

3. SCHOOL AND HOME

Stories in this section are mainly factual. they represent real events in the lives of children, events that they could relate to their own experiences, no matter what their background. That interrelationship should be explored thoroughly.

Most of the first six selections deal with some moral or emotional dilemma. The intention is to provoke discussion about how to deal with similar problems that may arise in the students' lives.

The first selection is a short play **Teacher, Teacher**, in which one student accuses the other of taking a pencil. Both eventually get into trouble because they are wasting school time in a needless argument. Children should be led to see that these arguments can be solved in other ways--and not while doing math! In any case children enjoy reading about the mischief that other children get into. Perhaps it makes them feel their own small failings are forgivable too.

In **Truancy**, the boys are punished by their own truancy, a good lesson to be learned. The discussion should also help children understand that school is important in their own lives.

Pat's Doll and **Jealous Jean** deal with the emotions of sadness and jealousy, respectively. Discussion here should help children express their own emotions and learn to deal with them constructively. How can Pat be comforted? How else could Jealous Jean be changed?

In **Father's Shoes**, two boys learn not to play with things they shouldn't. As with **Truancy** or **Teacher, Teacher**, this may be a good lesson for children: the boys get into trouble, but they are forgiven.

My Hummingbird illustrates desire for something beautiful--but we can't always have everything we want. children should be encouraged to find satisfactions in the natural beauty around them. The themes of nature and protection of our natural heritage are picked up in the last section, Our Nation.

The last two selections, **Mayan Foods** and **Drasa**, deal with foods and nutrition. While many of the Mayan words may be new to some students, the foods represent many well-known aspects of the Belizean diet and of our flora and fauna, so students will already be familiar with most of the animals and vegetables mentioned. Also, the stories lead naturally to a discussion of diet and good health, a subject important for growing children to be aware of. The local or visiting nurse or health expert may be persuaded to come in to school to talk to the children.

TEACHER, TEACHER

Preview

Since students will eventually read this selection out loud, be sure to remind students to imagine the scene and voices as they read silently.

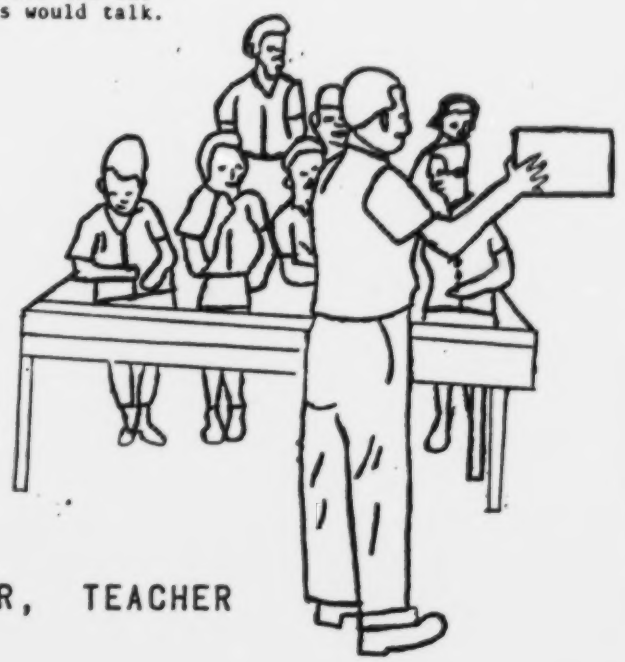
You may wish to start with one quick question: "Where does the story take place?" This should be easy to predict from the title and picture. Target vocabulary: practice of common names of classroom objects.

After You Read

First have students each take a part and read through the whole play uninterrupted. DO NOT CORRECT at this point. Let the weakest student be Teacher and the strongest the Narrator. After this first reading, go back to places where a student stumbled or had

Preview the Play

Read this play silently several times so that you will be able to perform it well. Imagine how the teacher and the students would talk.



TEACHER, TEACHER

CHARACTERS: Pupils - Berta, Jose, Juan, Mario, Luz, Maria
Teacher - Mr. Cucul

SCENE: A Classroom. The Teacher is in the classroom getting ready for the first lesson. The school bell rings, and children enter the classroom.

Teacher:	Good morning, children.
Pupils:	(together) Good morning, teacher.
Narrator:	After prayers, the teacher walks around checking the children's homework. Then he goes over the math lesson before the children begin to work. He is going over the lesson when . . .
Juan:	Teacher, teacher, I have a new pencil.
Berta:	No, teacher, that pencil is mine.
Jose:	Berta, that is not yours. I saw Juan buying it at the shop.
	(Teacher scowls at students who become quiet again.)
Narrator:	The students go back to work and the teacher helps them their exercise books.
Mario:	(in a very loud whisper) My pencil is prettier than yours.
Luz:	(even louder whisper) Yours is prettier, but mine is bigger.
Maria:	(speaking out loud) Yours can be prettier and bigger than Mario's, but mine is the biggest.
Teacher:	Children, children, don't forget that there is only one teacher here. Please keep quiet and let us continue with our math work.
Narrator:	The teacher walks back to his desk. The children continue working. Suddenly Juan whispers . . .
Juan:	You were trying to steal my pencil.
Berta:	I was not trying to steal your pencil. See, I have my own.
Teacher:	Juan and Berta, you are talking again. Come to the front of the class with your books. You can also stay in for recess.
Narrator:	The End.

other than momentary difficulty, and ask another student to volunteer to explain these parts in his/her own words (or first language). Then have another set of students read through the whole play again. Help students to use context clues to figure out passages they have difficulty with.

1. Factual and Relating: Juan and Berta argue over the pencil. Inferential: Berta probably just misplaced her pencil. Juan didn't have evidence that she did take it. Neither one is wholely right or wrong. Help students discover that their argument is needless, and that they were wasting time--their own. Help them discuss other ways Juan and Berta could have resolved this problem.

2. Inferential and Relating: the other 3 students also have no real need to discuss their pencils; it doesn't matter whose pencil is bigger or prettier. Try to get students to apply this lesson to their own use of class time. If subsequently these kinds of discussions arise in your class between students, remind them of this playlet.

Things To Do

Four kinds of drama activities are offered: A. is intended for the less secure students, advancing to B. for intermediate, and C. for more advanced. D. could be done by any group at any level. However, let the student groups decide for themselves which one they will do--you may be surprised that the weaker group want to do an original playlet. In circulating among the groups, encourage the use of English, but try to let students do their own acting and directing.

NOTE: The significance of the drama is not in producing a finished performance, but in organizing and rehearsing the play. Children should not be expected to be accomplished stage artists, although they may be surpris-

ingly good, but they should put some time and thought into the production process, and use English doing so. The third choice may turn out to be rather formless (or pointless), but this is to be expected at this age. However, the discussion in After You Read may produce a playlet with a moral point to make.

On your first visit to each group, make sure they have decided on which drama activity to do. Set a specific time for rehearsal and stick to it. Once time is called for performance, make sure all groups stop rehearsing and become a good audience.

Ideas for D.: Getting Up and Going to School; Activities After School; A Wedding (or other ceremony); The Math Lesson; Playing Football (or other game); Something Lost and Found; Taking the Bus; Going Hunting; etc.

As one group mimes, have other students say what they are doing: "They are sleeping now." "Mother is waking them up." etc. Help them phrase their descriptions in English.

Further practice: Skills Book, Verb + ING, pp. 58-74.

Words To Know

These should all already be familiar to most students, except the positive-comparative: pretty, prettier, prettiest. Have students orally try to make these forms with other one and two syllable adjectives and adverbs:

big, bigger, biggest
fast, faster, fastest
strong, stronger, strongest
wild, wilder, wildest
smart, smarter, smartest
quick, quicker, quickest
lucky, luckier, luckiest, etc

These forms will be taught and practised more thoroughly in the story From Punta Gorda to Belize City. This first introduction will give you an idea of whether the students have already seen or heard these forms before, and will begin the recognition process for some of them.

After You Read

1. Why did Juan and Berta argue? Who do you think was right?
2. What did Luz, Mario, and Maria argue about? Does it matter whose pencil is prettier or bigger?

Things to Do

A. In a large group, choose some students to read the play while others act it out. You will need a narrator as well as the teacher and pupils. Practice the mime (act without words) several times as the speakers read. Be sure your play has lots of action.
Perform your play for the class.

OR

B. In a group of 8, practice the play several times, first reading the parts, then saying them without looking. You don't have to memorize everything exactly! Be sure your play has lots of action.
Perform your play for the class.

OR

C. In a group, write a play of your own about school or home or about something you have read. Practice it and perform it for your class.

OR

D. Make up a play about something your family does at home. Act it out without words and have the other groups guess what you are doing.

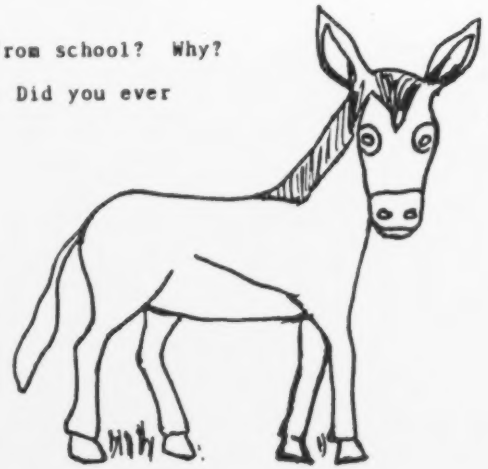
Words To Know

a teacher a student a pupil to steal some math
an exercise book to buy pretty, prettier, prettiest

TRUANCY

Preview the Story

Did you ever stay away from school? Why? What happened?
What is the picture of? Did you ever ride a mule? What happened?
Now read to find out what happened to three bad boys who stayed out of school.



Robert was talking to his brother, Lester: "Are you going to school, Lester?"

"No, I'm going to the Barracks for a swim," answered Lester.

"I'm going with you," said Robert.

Robert and Lester met Cassian. They were friends. The boys were all nine years old. The boys walked along the Newtown Barracks Road.

"Look Lester! That is Mr. Palacio's mule. I am going to ride it."

Robert ran to the mule. He hopped over the high grass. The mule was watching him. He turned his head. Robert stood

Preview

Encourage as many children as possible to give personal accounts of their own experiences. Try not to make judgements on their stories, and do not correct their grammar, but do encourage them to speak in English and help them if they need a word or two by providing the English expression. Do not insist on complete sentences as long a they are understandable and communicating to everyone. Ask questions to help them expand, elaborate, or describe more fully. Encourage other students to ask questions: "Did you understand what he said, Mario?" "Is there anything else you want to find out about his adventure, Alisa?"

You might want to put the purpose for reading on the board: "What happened to the three boys?"

After You Read

1. Relating. encourage students to answer freely and to use their imagination. Prompts: Suppose you got hurt and no one was around? Suppose your mother came to school to find you and you weren't here? How would she feel?

2. Relating. Try to get students to formulate for themselves why school is important. It may be simply because their friends are at school. Also encourage them to think about what skills they will need in their future lives. Try to get them to make a list of all the things they see their parents and other adults using reading, writing, and math for.

3. Relating. Robert's mother will probably be both angry at him and sorry for him. Robert won't grow any new teeth now. Try to get the children to speak as if they were Robert's mother. This might lead to a group drama activity: What Happened When Robert Got Home. (Maybe she will take him to the doctor or to a dentist.)

Things To Do

1. Encourage students to think about first aid procedures and also about community workers who could help. Have a clinician or nurse visit the school to talk about first aid and sanitation. Encourage children to ask questions.

2. After students write their stories individually, have students read and help revise each other's work in Editing Groups of 3. See the directions for Editing Groups in **Patron Saint of San Antonio**. Use this check list (each student does 2 other papers and his own last):

	Paper 1	Paper 2	Paper 3
1. Story has 3 ¶'s			
2. Each ¶ begins with cue: One day, Then, Finally			
3. Each ¶ is about the same length (3-5 sentences)			
4. Story is interesting			
5. Story makes sense			
6. A good title is--			
7. Every sentence starts with a capital			
8. Every sentence ends with a . or ? or !			
9. If people are speaking directly, " " are used			
10. The best part of this story is -- (To be done orally.)			

After each student has read the other 2 papers in the group, have them explain their comments to each other (using first language only if necessary). As you circulate, spot check their answers against the papers and help them use English. You may need to help correct the use of quotation marks. This may require a subsequent lesson.

On the next day have students read the comment sheets again and then revise their papers. Have each group choose one story for the writer to read aloud to the class.

64

by the mule. Suddenly, "Wha-a-a-a!" Robert was howling and holding his mouth. Lester and Cassian ran to him. They looked in his mouth. His mouth was bleeding.

"Oh, what are we going to tell your mother? Your two front teeth are missing!"

The boys washed little Robert's face. They felt very sorry about Robert's teeth. They walked slowly home to tell his mother.

After You Read

1. Do you think it's a good idea to play truant from school? What might happen to you?

2. Why is school important to you?

3. What do you think Robert's mother will say to him when he gets home?

Things to do:

1. What would you do if your friend was badly hurt?
   Who in your neighbourhood could help?
   With your class or on your own, find out from the community nurse or clinic what you should do for:

   a) a cut that bleeds a lot.
   b) a turned ankle.
   c) a broken finger.

2. Write up your own story about truancy. It can be either a true story that really happened to you, or a make-believe story that might have happened. Use these sentence starters to help organize your ideas.

   One day, I stayed away from school. First, I ...

   Then, I ...

   Finally, ...

PAT'S DOLL

Preview

Did you ever lose something you liked very much? Read the story to see what happened to Pat's doll.

We are happy about our dolls. My doll is wearing a white hat and dress to match. The hat and dress have lace frills.

One day, we took our dolls for a walk. We went to the park. A big dog ran through the park. It came toward us.

"Let's run, Pat," my sister said.

"Wait, my doll is slipping, Paula!" I cried.

The dog pulled at my doll. He held my doll in his mouth. He bit it all over.

My doll is very ugly now. Her dress is dirty, I cried because I was very sad about my doll.

If students are trying to use quotation marks, you may want to give them some instruction:

End punctuation and comma goes inside the quotes--

"I know." said Mario.

Mario said, "I know."

Separate quoted sentence from the speaker with a comma, unless a ? or ! is used.

When the quoted sentence is contained, use commas to separate the speaker--

"I know," said Mario, "that my pencil is bigger."

Use quotation marks for both halves of the quoted sentence.

Other punctuation also goes inside the quotation marks--

"I know!" shouted Mario. "I know!"

? or ! replaces the usual comma--

"Don't you know him?" asked Mario.

Mario asked, "Don't you know him?"

PAT'S DOLL

Preview

Read the Preview aloud to students. Ask them to think about the first question while you put the purpose for reading on the board: "What happened to Pat's doll?" Then have students read silently.

After You Read

First have students tell what happened in a chain, without looking at the story. (See Br'er Anancy for ideas on retelling.) Encourage them to use their own words.

1. & 2. Encourage as many students as possible to share their stories or descriptions. Maybe an animal wasn't involved; for example, maybe they dropped something into the river, or let go of a balloon. Some may want to describe their best friend.

This activity could evolve into a guessing game: Student think of something in the room and when ready other students must ask yes/no questions to guess what it is. OR Grab Sack: Unseen by students, put a small object into a paper or cloth bag. Students ask yes/no questions until object is guessed. Correct guesser then gets to put an object in the bag and answer questions. These games make students practise the question form (Is it ...? Does it have ...?) without realizing it. You may wish to put these question starters on the board.

Vocabulary Building

Have students correct each other in pairs after writing the completed sentences as a paragraph in their books. Have them take turns reading the sentences aloud.

Further practice: **Skills Book**, WAS/WERE, pp. 94-95
Verb + ING, pp. 58-74

Words To Know

Have students make sentences with these words and act them out where possible.

After you Read

1. Did something like this ever happen to you? Share your story with the class.

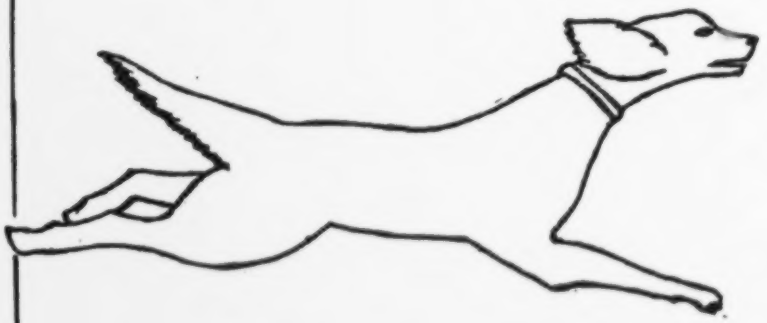
OR

2. Tell the class about something you like very much. It could be a thing or a person. First describe it, and then tell why you like.

Vocabulary Building

Use the correct word (was or were) to rewrite these paragraph in your exercise book:

We _____ taking our dolls for a walk. We _____ going to the park. A big dog _____ running in the park. It _____ coming our way. The dog _____ pulling on my doll. Then he _____ holding the doll in his mouth. He _____ biting it. My doll _____ getting very ugly now. Her dress _____ very dirty. We _____ very angry at the dog. I _____ very sad.



Words To Know

to show	to wear	a frill
to slip	dirty	to bite

JEALOUS JEAN

A stranger creature I have not seen
Than my mother's child Jealous Jean.
Lazy, dull and never keen,
Small and thin and very mean.

"You've given her a doll! How about that?"
Yelled Jealous Jean as she kicked at the cat.
"I want that doll you've given to Pat!"
As she rolled back her eyes like a hungry rat.

In came mother in a huff and a puff,
Grabbed Jealous Jean and gave her a cuff.
"You'll get the belt, you Jealous Jean,"
And whacked away until she screamed.

Now she never asks for another's doll,
Unless it's hers, yet that's not all—
That dreadful name of Jealous Jean
Has now become My Darling Jean.

After Reading

Have you ever seen a child like Jean?
Would you want to be her friend?
How would you make Jean less jealous?

JEALOUS JEAN

After Reading

Relating. Encourage discussion in English. Besides violence, children could be encouraged to think of positive ways to help others. Jealousy is to be pitied. Sharing of toys and care for other's belongings should be encouraged. Time limits should be set for use of desirable classroom objects and books. Encourage use of courtesy forms (Please, Thank you, You're welcome, etc.) in everyday classroom situations.

68

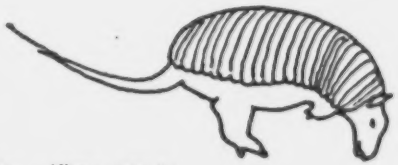
MAYAN FOODS

Preview

With books closed, have students in groups make a list of foods whose names they already know. Then have them open books and look at the pictures of animals. See if they can name them: coati, armadillo, iguana, (following page) gibnut, (following page) meat, fish, milk, eggs, chicken, corn, bread, potato, rice, carrot, squash or papaya, bananas.

You might have them look up these animals in the dictionary or encyclopedia, or in a science book before they read silently.

MAYAN FOODS



Preview

Look at the title. What kinds of Mayan foods do you know already?

Make a list in your group. See how many are in the story.

The pictures of animals give some hints.

Basilio was talking with his teacher about Mayan foods.

"I like Mayan foods," said Basilio. "Let me tell you about our Mayan foods, teacher."

Basilio told the teacher that the main Mayan foods are beans, corn, tortillas, pepper, and game meat.

Basilio said, "We Mayas also like to eat eggs, wild cabbage, calaloo and chaya (which are both green and leafy) and gipi japa (which is part of the heart of a certain palm tree)."

Basilio told the teacher that the morning and evening meals are the most important meals in the home. Lunch is the lightest meal for the Mayan mother and children who are at home.

The Mayan father also has a light lunch at the milpa. Mayan men hunt for deer, antelope, gibnut, armadillo, coati, pecarry (or wild pig), guan and curassow (both turkey-like

birds), agouti, (or wild rabbit), and iguana (a kind of lizard). They fish in the creek for catfish and tuba.

"The Mayan people like to eat what they grow and hunt," said Basilio.

"I am sure Mayan foods are delicious," said the teacher. "I will certainly eat a lot of Mayan foods."

Things To Do

A. What is your favourite food? Find out how to make it. Describe your recipe to the class.
Be sure to explain any interesting spices or tricks in cooking the food. Then . . .

B. Make a collection of the best recipes in your class. Decide on a good format and make them all similar in form. Write up your recipe neatly and correct it in your group. Draw a picture of the food (either before or after it is cooked). Make a copy of each recipe you like for your own cookbook.

Vocabulary Building

A. Notice these definitions:

calaloo and chaya (which are both green and leafy)

gipi japa (which is part of the heart of a certain palm tree)

pecarry (or wild pig)

guan and currasow (both turkey-like birds)

agouti (or wild rabbit)

iguana (a kind of lizard).

How does the writer tell you what these interesting animals and vegetables are?

B. Think of the most unusual food you can and give it a funny name. Write a definition for it just as the writer has done. Use this pattern:

I love igloops (a cereal made of ice cream) for breakfast.

After Reading

Have students get into the same groups and add to their lists the foods that are mentioned in the story. Then have them look up these new foods in the dictionary or encyclopedia. (Some may not be listed because they are Mayan names.) Have each group report back, describing the food and telling what they found out about it. (These lists will be used again in Vocabulary Building, so be sure the students save them.)

Things To Do

A. Remind students to find out recipes for the foods they like. Take turns having students explain their recipes to the class. Encourage other students to ask questions.

B. Help students find a format they like for their write-up. You might want to bring in a recipe column from a newspaper or magazine to give them an idea. (Usually the ingredients are listed first, then the procedures.

Be sure to put several process words on the board for them to use in writing up the recipe: first, next, then, finally.

Be sure to put spelling words on the board as requested and have students proofread each other's papers and check for sense. (Remember, there is no need for absolute correctness at this age!)

Recipe books, neatly copied or duplicated, could be given as gifts or sold at a school bazaar.

Vocabulary Building

A. Copy the sample phrases on the board and explain to students that contextual definitions are often set off with parentheses. Draw circles around the parenthesis marks.

B. Students should be able to recognize the punctuation clues, but probably do not need to learn how to use them yet. this exercise is to help remind them of this use of parentheses. All answers should be allowed. Students could work in pairs to produce at least 2 sentences, and then trade papers with another pair to check punctuation. Have students read their sentences aloud. This should produce some humor.

C. Before starting this activity, have students identify the foods in each of the drawings (see Preview). Have students in groups take out the lists of foods they made earlier and recopy them into the appropriate columns. They should then add the foods they eat.

Put the headings on the board and have each group take turns writing at least 2 foods in each column for each turn. Make it a game: the last group to have something to add in any column wins.

After each round of writing, ask students if all the foods are in the right columns. Encourage them to correct themselves without your help.

Words To Know

Most of these words will be used in the Preview and Vocabulary Building sections.

C. What kinds of food do you need? Everybody needs different kinds of food to be healthy.

Under each kind of food, list the things Basilio eats. Then add the things that you eat in the proper list. An example of each is given:

Proteins and Fats	Carbohydrates	Vitamins and Minerals
eggs	beans	gipi japa

Words to Know

a calaloo	delicious	a coati
a chaya	a pecarry	gipi japa
a guan	an iguana	an antelope
an agouti	a gibnut	an iguana
an armadillo	a curassow	

FATHER'S SHOES

Preview

Look at the picture and the title. What do you think happened to Father's shoes? Read and find out.

Father had a new pair of shoes. The shoes were beautiful. Father was very happy with the shoes. He put his shoes on a high shelf so that the children could not reach them to play with them.

One day Father was not at home. Margarito said to his younger brother, "Let's get down father's shoes and play with them."

He climbed on the table. He reached for the shoes, which were on the top shelf.

FATHER'S SHOES

Preview

Accept all answers. some children may not see the shoe in the picture at first.

72

The boys started to play with the shoes. Margarito took one shoe while his younger brother took the other. Soon the boys were throwing the shoes at each other. One of the shoes fell into the fire and started to burn. The boys became frightened. They took the shoes out of the fire and hid them under a box.

In the evening, Father wanted to go for a walk. He changed his clothes and went to get his shoes. To his surprise, the shoes were not on the shelf.

"Where are my shoes?" Father cried. "I need them!" The boys looked guilty.

"What have you done with my shoes, boys? Bring them to me right now!" Father shouted.

The boys got the shoes. They looked scared. They were trembling.

Father looked at the shoes. He was very angry. He got out a belt, and gave both boys a good lashing.

"You should always behave yourselves," he said.

Margarito and his brother were very sorry. They vowed never to play with his shoes again.

After Reading

1. How did the boys feel when Father saw the burned shoe?
2. Did you ever do anything bad like this?
   What did you do?
   How did you feel afterwards?
   Did you promise not to do it again?

After You Read

1. Inferential. Various answers: surprised, angry, unhappy. Get students to think about how they would feel if someone burned something they liked.

2. Relating. Try to get students to tell their own stories. Help them put it in English, but don't correct. Target vocabulary: getting dressed, changing clothes, names of clothes and activities related to dressing.

155

Vocabulary Building

A. What do you do when you get ready for a special day or event?

Do you wash your face?
Comb your hair?
Change your clothes?

Describe what you do to your group or the class. Your teacher will help you find the words for things you do. Remember to use the present tense.

B. Notice the title again:

Father's Shoes = the shoes belong to Father.

Now look at these:

Margarito's brother = the brother of (belonging to) Margarito.
Saint Anthony's Day = the day of St. Anthony.

Now fill in the rest of this list:

Simeon's fish	=	?
Louisa's clothes	=	?
?	=	the food of Basilio
?	=	the kite of Steve
Tom's coconuts	=	?
?	=	the sister of Benny
Mike's finger	=	?

Now check your answers. Did you put an 's for each one? The little mark is called the apostrophe and it shows possession.

C. Walk around the room and write down the names of your classmates' possessions, for example, Marcia's pencil.

Vocabulary Building

A. Help students express themselves in English. Give them words they need and help them stay in the present tense. You might have them write a very short paragraph on this topic: "Getting Ready."

B. Put the chart in the book onto the board and set the children in groups of 2-4 to find the answers after you have explained the example from the title. Have the reporter from each group put an answer on the board:

Simeon's fish	=	the fish of Simeon
Louisa's clothes	=	the clothes of Louisa
Basilio's food	=	the food of Basilio
Steve's kite	=	the kite of Steve
Tom's coconuts	=	the coconuts of Tom
Benny's sister	=	the sister of Benny
Mike's finger	=	the finger of Mike

After the groups have each contributed answers, get students to see for themselves if there is an apostrophe in the right place for each one.

C. Set a time limit and have students check each other for the appropriate apostrophe.

D. Have students work individually and then exchange books to check answers. Have volunteers write the correct answers on the board:

frightened - brave (point out that this is not exactly true--one can be brave while being frightened)
beautiful - ugly
high - low
start - finish
falling - rising
behave - misbehave

Puzzle

Have students make two lists:

Words Across Words Down

Have students work in paris and see how many each pair can find. Have 4 or 5 pairs put their lists on the board and compare them. Have students check to see all are real words.

Words Across

a	you	toe	a
ape	a	if	shoe
day	put	put	shoes
a	eat	puts	this
of	at	a	is
boy	to	he	yet

Words Down

a	is	one	ah	to
all	a	a	you	fee
a	lash	papa	out	fir
act	ash	pa	tub	five
play	she	a	boy	ire
lay	do	pa	out	is
fish	done	a	tot	

D. In your notebook, copy the words in the first column. Then write down next to them the word that is opposite in meaning to the first word.

frightened	-	brave, happy, scared, delicious
beautiful	-	pretty, sad, ugly, nice
high	-	up, low, below, under
start	-	finish, begin, go, come
falling	-	sitting, going, coming, rising
behave	-	work, misbehave, relax, celebrate

Find the words hidden in the puzzle.

a	p	e	d	a	y	o	f
l	l	b	o	y	o	u	i
l	a	l	n	p	u	t	r
i	y	a	e	a	t	o	e
i	f	s	g	p	u	t	s
a	i	h	e	a	b	f	i
c	s	e	s	h	o	e	s
t	h	i	s	d	y	e	t

Words To Know

to change some clothes to throw
guilty to vow scared to behave yourself

100

PEDRO LEARNS A LESSON

Preview

What are the people in the picture doing? Does it look like hard work? What lesson does Pedro learn? Read and find out.

Pedro was eleven years old. He told his mother he hated school.

"And what will you do?" asked Pedro's mother.

Pedro answered, "I want to become a cane cutter."

His mother bought him a machete. The next day Pedro woke up at three o'clock. He was angry because he had to get up so early. He had to get up early because the truck was coming for him at four o'clock. Soon the truck stopped for Pedro.

PEDRO LEARNS A LESSON

Preview

Get children to describe the picture using is/are + -ing expressions: "They are cutting cane." "They are working hard." "They are bending over." "They are using machetes." "The cane is falling," etc.

After You Read

1. Younger children may not be able to grasp the application of the proverb: just as the rock hasn't experienced the sun, Pedro doesn't know anything about real work. Older children (6+-7+) may enjoy writing up their own stories with the proverb as a conclusion.

2. Get children to talk about what they want to be and why. Expect romantic notions about the job. For older children, real discussion with working people will be important and will offer them a glimpse of a wider world perhaps than their own parents knew.

Vocabulary Building

A. Draw many round circles on the board for blank clock faces, and have as many students as possible try to put on the numbers and show the hands at 3 o'clock and at 5 o'clock. Let students correct each other. Review expressions of time again, using the cardboard clocks made for La Soosiya.

It took one hour for the truck to get to the fields. Let students show the clock hands at the time it started and the time it got there.

The canefield was about fifteen miles from the town. The truck arrived at five o'clock at the canefield. The other cane cutters started to cut cane, so Pedro started to cut cane too. After an hour he felt sleepy, thirsty and tired. He started to cry. "Mamma, mamma," he cried. "I want to go back to school."

He saw a snake crawling on the grass near his feet. Pedro jumped and screamed. The other cane cutters heard him. They went to see Pedro. Pedro was all in tears. One of them said, "Poor boy! Do you want to go home?"

"Yes," sobbed Pedro.

The driver took Pedro back home. Pedro told his mother, "I want to go back to school, mamma!" His mother hugged him and cried for joy. "I know, Pedro, my dear son. I knew you would not like it there. I only wanted to teach you a lesson."

After You Read

1. What was the lesson Pedro learned?

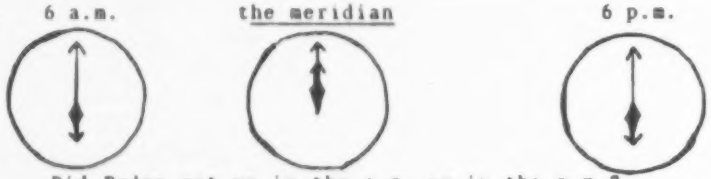
2. An old Belizean saying goes,
"A rock at the river bottom never knows the sun is hot."
How does that saying apply to Pedro?

3. What kind of job do you want to have when you grow up? Talk to grown ups about how they got their jobs and what kind of education they needed. (You or your teacher may invite some people from the community to talk about what they do.)

Vocabulary Building

A. Using the clocks you made after reading La Soosiya answer these questions:
How do the hands look at 3:00 a.m.? At 5:00 p.m.?
How many hours did it take the truck to drive to the cane field from Pedro's house?

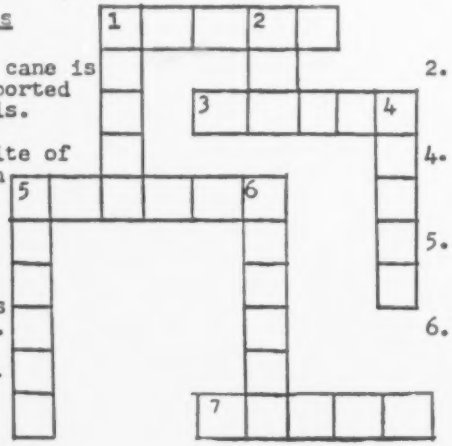
B. a.m. = ante meridian, before the middle (of the day). before the sun is directly overhead.
p.m. = post meridian, after the middle (of the day), after the sun has passed directly overhead.



Did Pedro get up in the a.m. or in the p.m.?

C. Belize is near the equator, so the days and the nights are almost equal. Keep a record of what time the sun rises and sets each day this month. Do you get up before the sun rises? Do you go to bed after it sets?

PUZZLE TIME



Across

1. sugar cane is transported in this.
3. opposite of finish
5. A place where pupils learn.
7. Dangerous animal shaped like a rope.

Down

1. Pedro's mother wanted to _____ him a lesson.
2. you use a knife or machete to do this.
4. these fall from your eyes.
5. a loud cry as when in danger.
6. Peter learnt this.

Words To Know

a canefield — a cutter — to crawl — suddenly — to scream — thirsty — to hug — a.m. — p.m.
a machete (from Sp. cutlass or sword)

B. Pedro got up in the a.m. Have children practise saying the time with a.m. and p.m., using the cardboard clock.

C. Have each child keep his/her own record. If you are already having them write a daily log with a calender, they can add the time of writing and of sunrise and sunset each day. (Times are reported on the radio daily.)

PUZZLE TIME

Have students work on the puzzle in groups of 2 or 3 while you draw it on the board. Then have each group fill in 2 words on the board.

Across
1. truck
3. start
5. school
7. snake

Down
1. teach
2. cut
4. tears
5. scream
6. lesson

Words to Know

Have students make sentences as they did for other stories.

166

DARASA

Preview

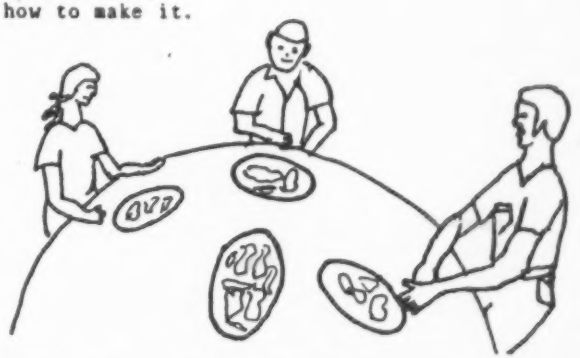
Have the children look at the picture and talk about it. Ask prompting questions, such as Who is at the table? What are they doing? Are they happy? and so on.

If children do not know what darasa is already, put their guesses on the board. Some of them may be "a food," "something to eat," etc. Accept all answers. Have children write them on the board themselves, if they are able.

DARASA

Preview

What do you think darasa is?
The picture gives you a clue.
Read to find out how to make it.



It was Saturday morning. Mother was going to cook darasa, a tamale made from bananas. Father was cleaning the meat. It was the meat from the usari, or deer. The children liked darasa with usari, so they all jumped up and down with joy.

They all turned to Father and asked, "Where is the usari from?"

"Last night my friends and I were walking in the bush when we saw a herd of usari. We shot at them and killed one and shared it among ourselves. So now we have enough meat to cook with our darasa."

Then the children turned to their mother and asked, "Tell us how to make darasa, Mama?"

Mother replied, "It is not easy to do; it takes a lot of time. Come around then. Watch and listen while I make the darasa."

First she peeled the bimena, or bananas, washed and grated them, then put them aside. After that she burst open a faluma, or coconut, grated it and squeezed out the milk. She then mixed the grated bananas with the coconut milk and beat it to a smooth batter. Then she added salt and a little black pepper. Mother gathered the waha, or gassibu, leaves and washed them on both sides. Next she dropped two pot-spoonsfull of the batter into the middle of the leaf and wrapped it properly so that the mixture did not run out. Now she was ready to boil the stuffed leaves in a deep pot of water for forty-five minutes.

"After cooking the darasa, you open them out, and when they are cooled you serve them with the usari meat and tasty gravy," said Mother.

By that time, Father had brought the cooked meat and placed it on the table. The children rushed around the table and sat down, sniffing at the delicious smell of the deer meat and darasa.

"Hmm! How nice it smells!" exclaimed John.

"Put a lot of gravy on my plate," said Jean.

"Sit quietly," said Mother. "There is enough for everyone."

So the Nunez family sat down and enjoyed a delicious meal of darasa and usari.

Things To Do

Does your family make tamales of some kind? Find out how, and bring your recipe to school to share with others. Find out the names of any special ingredients in English. (Your teacher will help you.)

After You Read

Before beginning Things To Do, have children check the quesses they put on the board. Point out that the general ideas, such as "something to eat" are very good predictions.

Things To Do

This activity is similar to the one for **Mayan Foods** and the recipes generated here may be added to those already in the recipe book. Be sure to help children with a format and a way of organizing the process.

Vocabulary Building

Have children work in groups of 3. As you circulate among the groups, be sure to remind them to write down why the one word does not belong--this is the crucial part of the exercise. They will probably need some help in formulating their answers. The suggestions below are not to be produced by the children word for word. Other answers are possible.

1. morning is a time of day, but Father and Mother are people
2. market is a place, but parent and children are people
3. talking and listening are activities but school is a place (all 3 can be nouns, however)
4. Saturday and Friday are days of the week, but homework is an activity
5. minute is a way of counting time, but usari and darasa are foods
6. night and morning are times of day, but daylight is the light we see in the daytime
7. wash is an activity (or clothes needing to be cleaned), but gravy and meat are foods
8. clean and wash are synonyms, eat is to take in food; or clean and eat are actions (verbs), but wash is clothes (noun)
9. spoon and pot are kitchen utensils; shot is the pellets used in a gun
10. grate and squeeze are activities (verbs); but properly tells how (adverb)

Vocabulary Building

A. In each line below, one word is not like the others. Tell which one it is and why. In your group figure out the answers to each line, and then report back.

For example, black, yellow, foot - black and yellow are colours, but foot is a part of the body.

1. Father, Mother, morning
2. market, parent, children
3. talking, listening, school
4. Saturday, Friday, homework
5. usari, minute, darasa
6. night, morning, daylihgt
7. wash, gravy, meat
8. clean, eat, wash
9. shot, spoon, pot
10. properly, grate, squeeze

B. Do you know all the days of the week in English? Write them down in your notebook. Under each one, write their name in your first language, if it is different from English. Your teacher will help you with the spelling.

English: Monday Tuesday Wednesday Thursday Friday

Words To Know

darasa - (Mayan tamale of banana)		a batter
an usari - (Mayan, deer)		properly
a waha - (Mayan, gassibu leaf)		a minute
faluma - (Mayan, coconut)		to sniff
a bimena - (Mayan, banana)		quietly
delicious	a mixture	tasty

MY HUMMINGBIRD

A tiny blue-green hummingbird
Came flitting by my house today.
She came for nectar from my flowers
And not to visit me at play.

I tried to catch, to hold or touch her,
Just for fun, you understand,
But she just hovered out of reach,
Out of reach from my outstretched hand.

After Reading

What's your favourite animal? What does it look like? Why do you like it? write a poem about it using these ideas:

1st line - the name of your animal
2nd line - Two words that describe it.
3rd line - Three -ing words that tell what it does.
4th line - Four words or more that tell what you think about it.
5th line - One word synonym for your animal.

Here's an example:

Hummingbird
tiny, blue green
flitting, dipping, hovering
came to visit me and drink nectar
flier

MY HUMMINGIRD

After Reading

This is a cinquain (5-line) poem, as with that suggested under Garifuna Dances. Have children write in pairs or individually. If some seem stuck, put in a group of 5 and each one writes just one line (with help from the others if desired).

4. LIFE IN THE COUNTRY

This section is a good point to begin after your students have read Parts 1. and 3., if they live in the agricultural areas of the North, South, or West. Farming the small milpas and hunting are two major activities of the adults around them, and reading about these familiar occupations will be easier for them than the stories in Parts 5. or 6. Also, these stories continue where **Pedro Learns a Lesson**, **Mayan Foods**, and **Drasa** left off.

Several of the stories in this section are easily paired and lend themselves to comparison/contrast. the first pair is **Pedro, The Hunter** and **Cux Hunts**--both stories of the hunting life. the next three stories, **A Day at the Milpa**, **Corn Planting**, and **Marcus's Corn Harvest**, and the poem, **Cornfields**, all deal with the life of the small farmer. The dress and customs of the farmer are well displayed, and after the selection **How a K'ekchi' Woman Dresses**, there is a culminating activity, the creation of a diorama to display everything the children have learned. **A** diorama is a three dimensional display, which may be familiar to you from natural history museums. This activity could be integrated with science, ecology, or REAP projects.

The last three stories turn from the realities and exposition of adult life to the adventures of children. **Fire in San Antonio** and **Firefighters** again form a contrasting pair--in one, the children cause the trouble, in the other, they help put the fire out and rescue the burning house. **A Narrow Escape** is one of the most action-filled and dramatic of the narratives in the **READER**, and it lends itself well to dramatization. In creating the drama, children should be encouraged to improvise their own lines, rather than trying to memorize parts of the story. Action and movement should be the primary consideration.

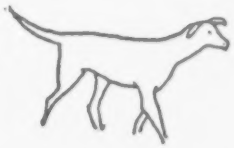
From this section, continue in order with Parts 5., 6., and 7.

LIFE IN THE COUNTRY

PEDRO, THE HUNTER

Preview

Look at the things in the picture.
Can you name them all?
What is Pedro going to do with each one?
What kind of animal do you think he will hunt?



Today is Sunday. The sky is blue and bright. Little clouds float here and there. The singing of birds fills the air.

Pedro works hard for six days. Today is a day for fun. He feels good from his rest. He is going on a hunting trip. He is very happy.

Pedro sings. He fills his gourd with water. He gets his machete and his gun. The dogs begin to jump up and down. They bark and bark. Pedro is ready. The dogs run ahead.

Pedro rides on his bicycle. He and his dogs are far from home. The dogs smell at the air and at the ground.

PEDRO, THE HUNTER

Preview

Have children try to name things in the picture as you put them on the board. Don't reject any answers.

The dogs are not barking now. Pedro waits. An hour passes and nothing happens. Then, what is that? Yes, the dogs begin to run faster now. Pedro hears a loud bark, and then all the dogs join in. Pedro takes out his machete. He clears the bushes on both sides of the road. He thinks the dogs are coming out there. He has his gun ready. Here they come.

Bang! The deer leaps into the air and falls. Pedro is very happy. He now has enough meat for his family and some meat to sell, too.

Later on that day, Pedro tells his family about the hunt. Theyare quiet. They listen. They think their father is a good hunter.

After You Read

1. Do you think Pedro is a good hunter? Without looking at the story, try to tell all the things Pedro did.

2. Did you ever go hunting or fishing? What did you catch? How did you catch it?

Vocabulary Building

A. Hunting also means "to look (for something)." Look at these two sentences:

Pedro is hunting a deer.
Pedro is hunting for his machete.

Try to say each sentence in a different way.
Do the two sentences have the same idea? How are they different? Write two sentences of your own using hunting with two different meanings.

B. A machete is used to cut bushes. What else is a machete used for? In your group try to think of as many uses as you can. Compare with the other groups when you are done.

After You Read

Before answering questions, have students check to see if their predictions on the board were accurate.

1. Most will probably agree that Pedro is a good hunter. Have students retell the hunt in a chain.

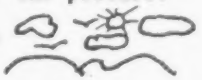
2. Relating. Try to have as many students as possible answer. The vocabulary on the board should help them use English in their answers.

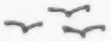
Vocabulary Building

A. Model natural pronunciation of the two sentences. Try to have students paraphrase (or translate in the first language) the two ideas: "going to kill for food" vs. "looking for." Have students write sentences individually, then read them to each other in pairs to check if they have both meanings. Spot check as they work in pairs, looking for good examples of the contrast. Have some students put their sentences on the board.

B. Have students make a list of machete uses in groups. Suggestions: cutting grass or cane, peeling fruit, opening a coconut (use -ing form or is used to + infinitive).

C. Look at these sentences. Look at the pictures. See if you can use a word instead of the picture.

Today is Sunday. The  is blue and bright.

Little are here and there. The singing of 

fills the air. Pedro takes his and his

and his s and goes to hunt a .

D. Now make you your own picture story like the one above.

E. In your exercise book, write the sentences below, filling in the blanks with the correct prepositions:

up on to at down out into

Pedro goes _____ the forest to hunt.
He rides _____his bicycle.
The dogs smell _____the air.
Pedro takes _____his machete.
He clears the bushes _____ both sides of the road.
The deer leaps _____ the air.
The dogs jump _____ and _____.
Pedro's family sits _____ home and listens.

Check your answers in your group. You can look at the story to be sure.

F. Look at the Words To Know section below. Decide which are one-syllable words and which are two-syllable words. Check your answers with a partner or in groups.

New Words			
to hunt	a machete	a bicycle	a hunter
a cloud	a gourd	enough	a bush

C. & D. Other suggestions for ideograms: an eyeball for "I," the number 2 for to and too, a heart for love, etc.

E. Suggested answers:

Pedro goes to (down to, out to, into) the forest to hunt.
He rides on (upon) his bicycle.
The dogs smell (blank) or at the air.
Pedro takes out (down, up) his machete.
He clears the bushes on (around) both sides of the road.
The deer leaps into (out into) the air.
The dogs jump up and down.
Pedro's family sits at home and listens.

F. One-syllable: to, hunt, a, cloud, gourd, bush
Two-syllable: machete, hunter, enough
Three-syllable: machete (if so pronounced), bicycle

Have students work in groups of 3 or pairs. Have them make lists and then check the words in the dictionary. Then have them put their lists on the board to cross check.

CUX HUNTS

Preview

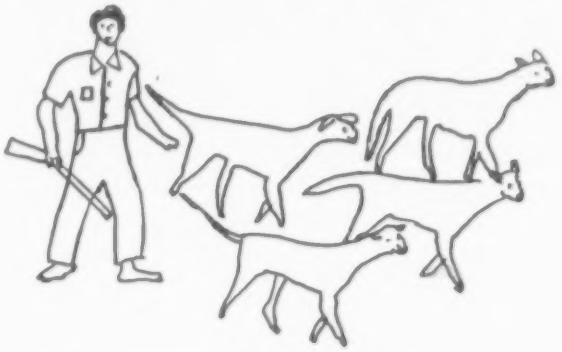
May be read orally by one of the students. Write, or have one of the students write the question to read for on the board: How does Cux hunt?"

86

CUX HUNTS

Preview

Cux (pronounced 'Coosh' in English) is a Mayan. He is a hunter like Pedro. How does he hunt?



Aguacate is a village in the Toledo District. The road to this lovely village starts from the village of Mafredi, a settlement on the Punta Gorda/San Antonio Road.

The people who live in Aguacate are K'ekchi' Indians. The men here love hunting. One of the men who lives in the village is Cux, who owns seven hunting dogs. These dogs train daily to hunt with other dogs. At time Cux takes the bladder from animals he wishes to hunt and mixes it with their food. Cux also burns a hot pepper, called ic, and the insect called "Hunter Man." The young dogs stand over the smoke to inhale it. This method cleans the mucus from their noses. The dogs can then trail their prey very well, because they can smell better with their nostrils cleaned.

Before Cux goes out, he burns incense and says his prayers. These prayers keep him from harm. He also prays to gain success in his hunting trip. He slings his gun across his shoulders and ties a sharp machete to his side, and with his seven dogs he goes into the forest.

"Sic, chak! Sic, chak!" Cux commands his dogs. With those words the dogs run deeper into the forest. They hunt without resting. Cux walks slowly, He listens carefully for sounds from the dogs. Whenever the dogs bark, he moves in that direction with his gun ready. He shoots the game that the dogs make run. He digs for gibnut, called halau, or armadillo called wetch in Mayan. These animals hide in holes. When he has a good catch, he returns home.

When Cux gets back home, his wife, Santa, serves him with a jom of ha, that is a cup of water. In handing it to him she says, "Ucan". Ucan means "drink." Then he takes a drink and rests for a while. After his rest, he joins the family in cleaning whatever is caught.

Santa seasons some of the meat for food. She cures the rest with salt for future use. Cux gives some of the meat to his neighbours and sells the rest.

Cux does not feed his dogs with meat. He gives then tortillas, so that they will not feed on the kill. There are times when Cux does not have good luck. When this happens he believes that he has done something wrong. However, almost all of the time, he comes home with meat for his family.

186

After You Read

Put headings for two lists on the board:

Cux Pedro

Have each group put several items under each heading until no more can be thought of. Try to get them to match similarities and differences e.g., both use dogs.

Things To Do

Have students write individually and then use Editing Groups as they have for previous writing assignments. They should be used to the reading and revision process by now. For this assignment, have them look especially for vivid descriptive words. You might put several of them on the board as part of the Pre-Writing activity.

Vocabulary Building

Have students work in groups of 3 or pairs to complete their definitions. Have them put answers on the board. Be sure to point out that the -er ending on the words often means "a person who does ____." Try to have them make up some more -er words to add to the list, and to write definitions for them.

Words To Know

A number of these should have been used in their own stories.

A DAY AT THE MILPA

Preview

Look at the picture and the title. Do you know what a milpa is? What is another word for it? What kind of roof does the house have? What kind of plants do you see?

Juni is eight years old. He lives in Patchacan, a Mayan village. Juni lives with his father and mother in a thatched house. Here they wait for the rainy season to begin in the month of June. They need rain to plant their corn.

One morning Juni hears raindrops falling on the house. This means it is planting time. Juni and his father go to the milpa, or plantation, early that morning.

A DAY AT THE MILPA

Preview

The students' prior knowledge of milpa life will determine how much they answer in the preview. Target vocabulary (which you may want to put on the board as they talk): milpa, plantation, thatched roof, corn, cohune (palms)

After You Read

1. Relating & Inferring. Work is or can be a very satisfying activity. Accomplishment is important, as is pride in doing something well. Also, Juni likes to act like an adult.

2. Relating. Accept all answers. Children need to feel they are useful members of the household.

3. Relating. Expect fanciful as well as realistic answers. Try to get children to explore ideas of new kinds of jobs.

Things To Do

This poem can be done as a group: in a group of 5, have the first person write an "I like" line, fold the paper over and hand it to the next person to write, and so. Have students rearrange lines for best effect and read them to the class, first checking that each has the -ing form.

Further practice: Skills Book, Verb + ING, pp. 58-74.

Vocabulary Building

Have children memorize the poem. Have them find out what a Leap Year is by using the dictionary or encyclopedia. (See "Meeting a Duende" for ideas to help memorize the poem.)

Another way to learn the months is to have children make a fist and count their knuckles and the "valleys" inbetween them. Each "knuckle month" has 31 days; each "valley month" has 30 (except February, with 28).

Juni loves going to the milpa. There, they work hard. They stop only to drink water. For their lunch, they roast a parrot and make corn tortillas. The food tastes good after all the work. They work until late that day. Soon it becomes dark. Juni feels very tired, but he does not mind. He loves working in the milpa with his father.

After You Read

1. Juni works very hard. Why do you think he likes to work in the milpa?
2. Are there any jobs you like to do to help your mother or father?
3. What kind of work would you like to do when you grow up?

Things To Do

Look at these sentences:

Juni likes going to the milpa.
Juni likes eating parrot and tortillas.
Juni likes working with his father.

Think of all the things you like to do. Make a poem about them. Begin each line with I like.... and include an -ing word in each line. Read each other's poems.

Vocabulary Building

Do you know all the months of the year? Do you know how many days are in each month? Here is a poem to help you remember:

Thirty days has September,
April, June, and November.
All the rest have thirty-one
Except February, which we find
Has twenty-eight, 'til Leap Year
Gives it twenty-nine.

Preview

Here is another story about the milpa. Look at the picture. What are the men doing with the long stick? To find out what it is called in Mayan, read the story.

CORN PLANTING

Don Pedro is a farmer who lives with his family in Santa Elena. He has four boys and three girls. His first son, Carlos, always works with him.

In the month of January, all the villagers begin clearing their land for planting. Don Pedro and his son Carlos are also clearing their land. They leave the large, leafy cohune palms standing around the field. After clearing, the bush is left to dry. Two months later, in March, Pedro and Carlos burn the bush. The flames are hot and red, and smoke rises into the

CORN PLANTING

Preview

Have children describe the picture. Encourage them to express their feelings about what is happening here.

Things To Do

A. If the children are from milpa country, they are probably already familiar with much that is described in this story. If not, try to make a field trip.

B. The District Resource person may be able to help get information. Have a local planter come to class to describe the crop planting and processing.

air. They leave the land to cool for three days. The white ashes help to fertilize the soil and kill the weeds. Later, the family selects good seeds for planting.

On planting day, Pedro invites other men to help. His wife Louisa also invites a few ladies to help with the cooking.

Don Pedro goes early to the plantation carrying the seeds. He prays and burns incense at the centre of his field. He does this to protect the field, and also to get a good harvest. Later the other men arrive to help. Each one brings a woven bag, called a cuxtal, in which he puts the seeds. Each man uses a sharpened stick, called an auleb, to bore holes in the ground. The holes are three feet apart. In every hole they drop seven seeds of corn.

While the men are planting, the women are cooking. Some grind corn, some bake corn tortillas, and others cook a Mayan dish, called caldo, made with chicken or pork and local herbs and spices. Luisa, Pedro's wife, sees to it that all goes well in the kitchen.

When the work is done, Don Pedro invites all the helpers to eat at his house. They burn incense once again in the house just before they eat. The food tastes good, and they all enjoy it. They look forward to a good harvest.

Things To Do

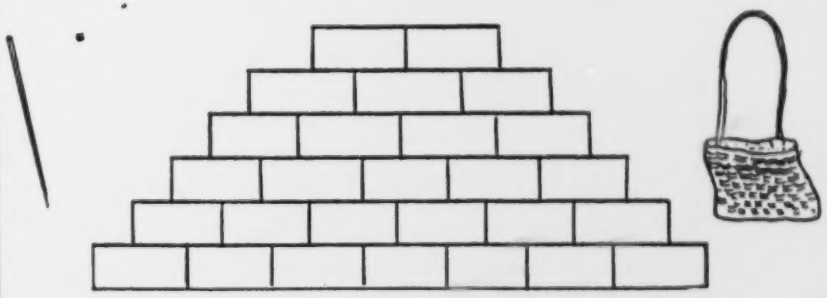
A. If you have the chance, visit a milpa and see how it is farmed.

B. What other crops are grown in Belize? Find out how to grow sugar cane, rice, mangoes, citrus, etc.

C. Plan a small garden for your school. Decide what you would like to grow and how much space each plant will need. (Your teacher may bring a community worker to school to help you.)

Vocabulary Building

Use words from the list below so that the letters fit in each of the set of boxes. The first one is to.



harvest burnt arrive good one to

Can you match them? In your notebook, match the words and their meanings.

a.	plantation	a. fire
b.	cuxtal	b. a K'ekchi Mayan dish
c.	tortillas	c. place where people plant
d.	caldo	d. a Kekchi Mayan Indian bag
e.	ashes	e. a stick used for planting
f.	flames	f. flat corn or flour cakes
g.	auleb	g. white stuff left after fire

Words to Know

to select	to look forward to	an herb
some incense	to fertilize	a spice
an ash	a flame	a harvest

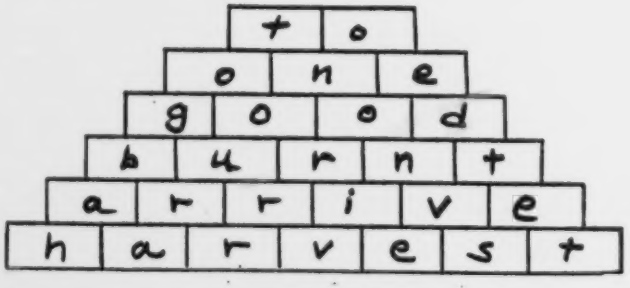
cuxtal (K'ek. bag) auleb (K'ek. planting stick

caldo (Sp. broth, soup)

C. Any local adult who has gardened could be a potential resource for this activity. Try to get parents to each contribute a few seeds for a class garden. Gardening involves skills of planning, measurement and geometry, and social skills. Help students make a ground plan on paper, providing enough land for each grown plant. Have students measure the land with a yardstick or tape. Have students draw up a duty roster for the regular duties of watering and weeding in rotation--or help them plan a weekly schedule if individual plots are preferred. (Students usually work better if the plots are individual, rather than communal.)

Vocabulary Building

Have students work in groups while you draw the puzzle framework on the board for them to fill in.



Matching: have students work in groups first and then report back on the board. This is a means to practise Words To Know.

a. - c.
b. - b.
c. - f.
e. - g.
f. - a.
g. - e.

MARCUS'S CORN HARVEST

Preview

Do orally before reading.

MARCUS'S CORN HARVEST

Preview

Look at the picture.
What kinds of plants
are these?
Where does the farmer
keep his corn?
Read and find out.

September was almost over. The farmers of Santa Rosa looked at their corn fields. The leaves were almost dry. The ears of corn were almost ready. Each farmer built his corn but, a kind of shed to hold the ears. The harvest looked good.

October came. Marcus and little Benito walked out to look at the corn field. Marcus knew it was time to reap his corn. Benito held his father's hand. He was very proud of his father.

The next day, Marcus did not go to his farm. Instead, he went to each of his friends' houses and said, "My corn is ready. Are you going to help me?"

"Yes," said his friends. "We are ready to help you."

All his friends went with him the next day. They were glad to help him. They knew Marcus would help them, too. Their wives all went to Marcus's house, while the men went off to the corn field.

The men broke off the ears of the corn, and they put them in the corn but. Meanwhile, the women made a big pot of caldo, and they baked tortillas. The men made jokes as they worked. Meanwhile, Benito and his friends had to go to school, but they thought about the men working in the cornfield.

Some of the women took the caldo to the field. They also took a lot of tortillas. The men said, "This is good. This is very good." They were hungry, and they ate all the food. Then they went back to work, and the women went to their homes. They were tired from all the cooking, but they were happy because they had made a good dinner.

The sun was setting. The men were tired, but they were happy, too. All of Marcus's corn was in the but. It could not hold another ear of corn.

Marcus gave thanks to his friends. Then they all went to bathe in the creek. Night came and everyone was tired and sleepy. The next week they had to harvest Antonio's corn. And there were many more cornfields to reap after that.

But Benito was not sleepy. He was thinking about the corn in the but. After school he was going to show his friends the big but. He wanted them to be proud of his father, too.

95

After You Read

1. Inferring and Relating. Benito shares pride in father's accomplishment. Try to encourage as many students as possible to respond. Even little accomplishments are important: learning to tie one's own shoes; being on time for school; helping mother or father with chores, etc. Give children a sense of self worth.

2. This may be too abstract for younger students. The idea is that the harvest is successful only if all help each other, both men and women contributing. Community support cannot be bought with any amount of money if people are unwilling to help. Older students may like to write a story with the title, "Good Friends are Better Than Gold."

3. Have students in groups make a list headed, "A Good Friend." Have them make notes on all the qualities of a good friend they can think of. Report back either orally or on the board. This discussion could lead to a short essay in which students describe a real friend or one they would like to have.

Things To Do

Have students tell jokes or riddles in a group and then share with the class the best one. This should produce much laughter. Some may need help in translating from their first language--not all jokes translate well, which is a good point to make.

Remember Me?

Practise the vocabulary of Words To Know. Do riddles in groups and report back.

1. milpa, (plantation, cornfield)
2. but (cornbut, bin, corn shed)
3. Benito
4. caldo (soup, broth)
5. Marcus

After You Read

1. Why was Benito proud of his father? What do you do that you are proud of? Share it with the class.

2. An old Belizean saying goes,

"A good friend is better than money in your pocket".

How does that saying apply to Marcus and his friends?

3. Do you have a good friend that you can rely on? What do you think makes a good friend? Discuss this in your group and report to the class.

Things To Do

The men made jokes in the field to pass the time as they worked. Do you know any good jokes? Think of one to tell your group. Tell the best one of your group to the class. Write a collection of your best jokes to share with other classes. Maybe they will contribute some too.

Remember Me?

1. I am the place where the corn grows.
2. Each farmer builds me to store his corn.
3. I held my father's hand; we walked out together.
4. I am a favourite Mayandish. You eat me with tortillas.
5. My corn was ready for harvesting. I asked my friends to help me.

Words to Know

but	to make a joke	a harvest
caldo - (Sp. & Mayan - soup or broth)		proud
a cornfield	a tortilla (Sp. corn or flour flat cakes)	to harvest

Preview: As you read this poem, try to picture what the cornfields look like in each verse. How do they change?

CORNFIELDS

Cornfields when the first rains come
Are shallow seas of young green plants,
Cornfields in the months that follow
Turn to seas of rippling green

End of August, mid-September,
Long leaves hiding young, green corn.
Corn for roasting, corn for boiling,
First taste of the harvest home.

Rustling dry leaves brown and yellow
Say time to break the ears of corn.
Time to build and fill the cornbut,
Time to share the caldo feast.

Broken stalks and dead dry leaves--
Back to earth they all must go,
Rot and mix, enrich the homeland,
Cornfield for the coming year.

After You Read

A. What are the colors of each of the verses?
B. Draw a picture for each of the verses.
C. Write a poem about the ways you have changed. Start the first line with "I used to be...", the second line, with "But now I am...", the third line with "I used to...", and so on, alternating lines. Try to get a color in every line.

For example, I used to be a clear, empty glass,
But now I am full of orange juice.

CORNFIELDS

Preview

Read the poem aloud dramatically to the students as they look on in their books. (You might want to practise it at home first.) Then ask students to describe the images they see in each verse.

After You Read

Ask about each verse and what students see in their mind's eye. This is a highly visual and colour-filled poem.

A. Suggested images to focus on:

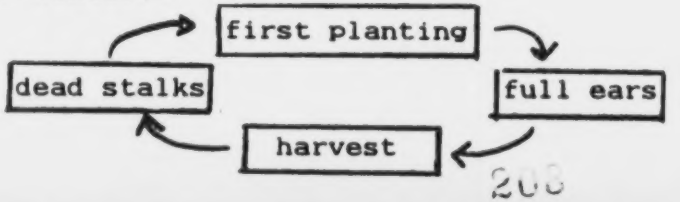
1st verse: rain on the ocean is like wind in the cornfield; like the seashore, the cornield is first shallow, then deep; the colour green

2nd verse: corn is hidden; looks like leaves; green ears of hot cooked corn; colour yellow

3rd verse: images as from Marcus's Corn Harvest; men and women in the fields; brown and yellow

4th verse: rich brown earth; dry yellow stalks; renewal, recycling, regeneration; things growing again; black and brown (green)

B. Students could work in groups of 4, each one drawing a picture for one verse. Display drawings as a chronological sequence in a circle and try to get students to think of a title for each picture that is appropriate to the four seasons (spring, summer, fall, winter).



C. In groups of 6, have students work in pairs with one student writing the "I used to be ..." line and the other students answering it with "But now I ..." When all 3 pairs are finished, have the group arrange the lines and report back orally. Extend by having students make a clean copy with ilustrations.

HOW A K'EKCHI' WOMAN DRESSES

Preview

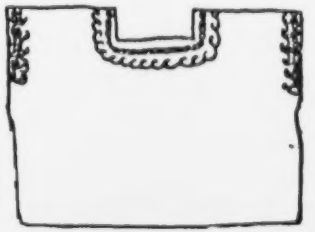
Check to see if students understand the meaning of "traditional" and "modern": ask them to make their own sentences.

Have them find the towns mentioned in the first paragraph on the map of Belize.

HOW A KÉKCHÍ WOMAN DRESSES

Preview

The Kekchi Mayan have their own traditional way of dress, although many are now wearing modern clothes, too. Find out how to make this simple but elegant traditional clothing.



In Toledo there are many K'ekchi' Indian Villages. Some of these villages are San Marcos, San Felipe, San Pedro, Columbia, San Miguel, Indian Creek, Silver Creek and Laguna.

A K'ekchi' Indian woman dressed in a long skirt and a blouse. She ties a red waistband, called a c'amasa, around her waist. The women by buy their clothing from traders called c'ayeb or cobaneros, who come from Guatemala. The cloth has many beautiful colours. Some of it is cheap and some is dear. The cost ranges from forty-five to eighty dollars for five yards, depending on the quality of the cloth.

The K'ekchi' women sew the skirt very simply. They hem the top edge and pass a long string through it. Before they wear the skirt, they pull the string to gather its waist.

A woman usually buys one and a half yards of broadcloth for the blouse. She makes this into the style she wants. She uses a different colour as a trimming around the collar and sleeves. This makes the blouse very pretty.

She puts beautiful hair clips and ribbons in her hair and oils it to make it smooth and shiney. She also wears a lot of necklaces and chains around her neck and a pair of gold earrings in her ears. She does not worry about wearing shoes.

Things to Do

A. You might wish to make a skirt and blouse like the K'ekchi' to wear on some special occasion like Carnival. Many modern fashions also use the comfortable gathered skirt and square-cut blouse.

B. If you know someone who weaves cloth, ask them to come to school to show your class how to do it.

C. Write your own story about Mayan life.

Words to Know

the waist
a necklace
a clip
a blouse
a ribbon
some clothes
traders
some clothing

After You Read

Have children demonstration their knowledge of the English terms for clothing and the Words to Know by having them discuss the clothes they and others are wearing. You might need to put some model sentences on the board first: I have trimming on my shirt. She has ribbons in her blouse. He has cuffs on his pants. I have laces in my shoes, etc.

Have them find someone with gathers, tucks, a hem, a waistband, etc.

Things To Do

A. Making costumes may be suitable for a school play, like a reenactment of Settlement Day suggested in **Garifuna Dances**, or for **Teacher, Teacher**, or for some local holiday the school may take part in.

B. A parent or local adult may be a help.

C. Have students compose stories individually and use Editing Groups. Have students write about their own lives, if they are Mayan, or have them imagine they are Mayan if they are not. Have them take on a Mayan name like one of those in these stories.

100

MAKING A DIORAMA

The Directions should be self-explanatory. Have students work in groups and help them in assigning tasks for each other. Let each group use its imagination as much as possible so that all the dioramas will be different. They do not need to copy pictures directly from the story. They may wish to rely on what they saw in the field trip in addition.

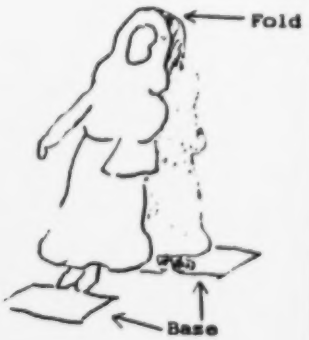
The diorama is also suitable as a culminating activity for any of the other sections or stories in the **READER**, or for science or history/social studies projects. Suggestions: a holiday (Carnival, Christmas, Settlement Day, Battle of St. George's Cay, etc.); the seashore (**Gumagarugu Water**); the reef, the jungle, or the mangrove habitat, and so on.

MAKING A DIORAMA

After reading about Mayan men and women, you might like to build a diorama illustrating their way of life, the animals they hunt, their way of planting, and their dress. Look through the Mayan stories to find details.

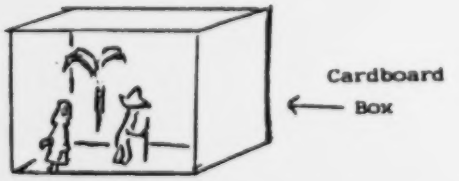
To make the diorama you will need a large cardboard box (you may be able to get one from a store) and paper, and color crayons or paints.

Draw your figures on one side of the paper, in the middle of the page. Fold the paper in half at the head and cut out the figure through both halves of the paper. Leave a fold at the top. Be sure to leave a base at the bottom on both sides to paste into the diorama box.



You can paste real sand and grass or pebbles to the floor of the diorama to make the earth.

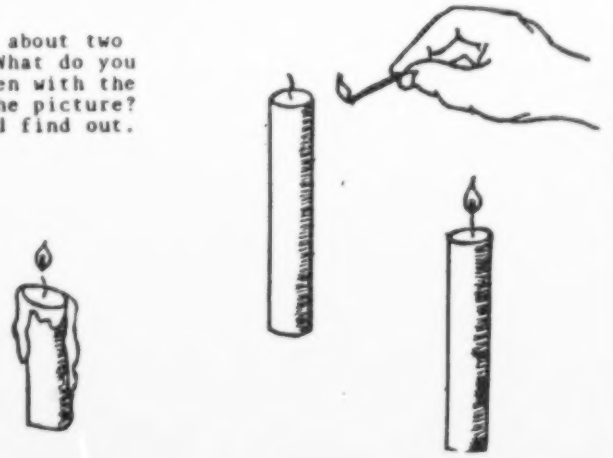
Paint or colour the insides of the box to show the scenery of the Maya Mountains and the jungle around the milpa.



FIRE IN SAN ANTONIO

Preview

This is a story about two foolish boys. What do you think will happen with the candles in the picture? Read and find out.



There were few shops in the village of San Antonio. Juan and Benito walked to the shops. The boys wanted to buy candles. At the first shop, Juan asked the shopkeeper, "Do you have any candles?"

The shopkeeper replied, "No, I have no candles."

The boys went to another shop. They bought the candles there. The shopkeeper asked them if they wanted anything else. The boys did not want anything, except the candles.

Juan and Benito did not go straight home. They stopped on the way. The boys saw a burning log by the roadside. Juan took out one of the candles and lit it. The boys walked along playing with the lighted candle, but then they dropped it. Some dry leaves by the roadside caught fire quickly. The fire got bigger and bigger. The boys became frightened. Juan and Benito ran away from the fire.

FIRE IN SAN ANTONIO

Preview

Between the title and the picture, students should be able to make good predictions and generate or try to express much of the vocabulary of the story: boys, candles, match, fire, flame, etc.

After You Read

1. Factual. Telling how the boys started the fire will retell most of the story. Have students put the retelling in their own words. The grownups and the boys helped put it out.

2. Inference. They were probably afraid of a beating, and they may have felt guilty.

3. Relating. encourage students to be honest, and don't scold them, but offer them alternatives: the truth may be painful, but it makes you feel less guilty; one lie often leads to a whole series of lies; lying creates guilt and is usually found out anyway. Help students to discover these ideas; try to use examples from their own lives.

4. Inference and Relating. Probably the boys will not play with fire again, or they will be more careful the next time.

Things To Do

Have students interview a local shopkeeper or invite a shopkeeper to speak to the class (preferably in English). He will probably mention the use of English/Spanish, mathematics, good personal relations with customers and suppliers, ability to plan ahead, etc.

Have students form interview groups to question other people in the community, in English if possible, but reporting back in English in any case. Visiting foreigners are especially good for English practice and will open up the children's world.

Vocabulary Building

A. Focus on meaning-related words, not just any random assortment of adjacent letters:

inside	in	side
anything	any	thing
shopkeeper	shop	keeper
roadside	road	side
another	an	other

Have children try to express what each part means. Have them try to think of other related words, e.g., book<u>keeper</u>, sea<u>side</u>, etc.

B. Use of <u>want to</u>; contrast of Present and Past Tenses. Have students work in groups of 5, writing and reading sentences to each other until they have 25 in all. Then have students try out each sentence with <u>Right now</u> and <u>Yesterday</u> to see if they have the sentences correct.

NOTE: Creole speakers may also confuse <u>want</u> with future tense marker <u>wan</u>.

All the people of San Antonio soon saw the big bush fire. They rushed out with buckets of water and worked hard to put it out. Juan and Benito did not tell anyone how the fire got started, but they joined the people to help put it out.

After You Read

1. How did the boys start the fire? Who put it out?
2. Why didn't the boys tell who started the fire?
3. If you were Juan and Benito, would you tell anyone? Why or why not?
4. Do you think the boys will play with candles again?

<u>Things To Do</u>: A shopkeeper is someone who keeps a shop and sells goods. What does he need to know to do his job? What does he do besides sell things? What other kinds of jobs do people have in your community? Find out what they do and what they need to know.

Vocabulary Building

A. Find small words in the big words and write them in your notebook. The first one is done for you.

inside	in	side
anything		
shopkeeper		
roadside		
another		

B. Look at these sentences:

The boys <u>want to</u> buy candles
The boys <u>wanted to</u> buy candles
They <u>want to</u> play with fire.
They <u>wanted to</u> play with fire.
They <u>want to</u> help put out the fire.
They <u>wanted to</u> help put out the fire.

Now write five sentences about what you <u>want to</u> or <u>wanted to</u> do. Begin each one with I <u>want to</u> or I <u>wanted to</u>.

Words to Know

a shopkeeper	to burn	anything	quickly
a roadside	a candle	something	to reply

FIREFIGHTERS

It was a hot summer afternoon. A group of boys were playing on their way to school.

"Fire! Fire!" shouted Tom suddenly to the other boys. They stood and stared in fright.

"What are we going to do?" asked John. "There is no one at home."

"Come, let's put out the fire ourselves," said Tom. So they rushed to the house.

"The fire is already coming out the window," shouted James. The boys broke branches from a nearby tree. They tried to put out the fire by beating at it. They shouted and called for help.

Soon people came to help. Some got buckets of water; others threw sand. One brave boy climbed into the house.

FIREFIGHTERS

Preview

This story probably needs little introduction except to remind children to look at the picture and the title before reading silently. Ask what the people in the picture are doing.

After You Read

Have students retell in chain before proceeding with questions.

1. Inference. He probably did something to put out the fire. Ask students to suggest what. Accept all reasonable answers.

2. Inference and Relating. It was not a good idea. He might have been overcome by the smoke and died. Warn children not to take foolish risks in a fire.

3. Relating and Life Skills. Children should know some simple fire precautions:

Use sand or flour on a grease fire; water only spreads the flames. Use sand or flour on an electrical fire; water may conduct the electrical current.

Cover mouth and nose with a damp cloth to prevent smoke inhalation.

Crawl on the ground to escape; heat and smoke rise.

Use the nearest exit, usually a window, rather than going through a burning structure.

Touch a door first to see if it is hot; opening a hot door may cause a burst of flames from the fresh oxygen.

If clothes or hair catch fire, roll or wrap in a towel or blanket to smother the flames; never run!

Know where to get help: where is the fire department or nearest responsible adult?

Have children explore the fire fighting resources in their community and write up what they learn. Invite a fire fighter or some adult who has experienced a fire to talk to the class.

Vocabulary Building

Do in pairs or groups: 1. their
2. tree 3. fire 4. tried 5. was

Have students make up their own sentences to practise Words to Know.

"Come out of the house, James!" shouted Tom. "There is too much smoke!"

James did not listen. Then suddenly, there was a crash, and more smoke poured out. The fire died down. After a while James stumbled out. He was coughing a lot.

Finally he could speak. "I did it! I did it!" he said as he ran to the other boys. They lifted him onto their shoulders.

"Here is the greatest fire fighter!" they shouted.

After You Read

1. What do you think James did in the house?
2. Do you think it was a good idea for him to go into the house?
3. If something caught fire in your house, what should you do? What could you use to put out a fire? Who would you call for help?

Vocabulary Building

Write these sentences in your notebook using the correct word:

1. The boys were playing on (their/there) way home.
2. The boys broke branches from a nearby (tree/three).
3. The (fire/five) was hard to put out.
4. They (tried/tired) to put out the fire.
5. James (was/were) a hero.

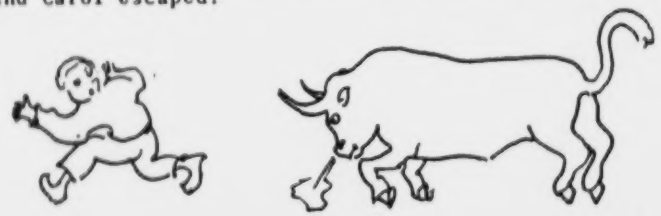
Words to Know

to continue	a shoulder	to boast	suddenly
a branch	a fighter	a window	to smash

A NARROW ESCAPE

Preview

Barry tells this story about a dangerous event. Find out how he and Carol escaped.



My sister Carol and I attended Fairview R.C. School. Our house was about one mile from school. We walked to and from school each day. We passed through Mr. Palma's pasture when we wanted to get home early. Sometimes there was a big, bad bull in the pasture.

One afternoon after school, Carol and I decided to go through the pasture. First, we looked all around for the big, bad bull. But he was not there. There were several cows eating grass, but they were very tame. We climbed over the fence and started walking quickly toward the other side. The cows stopped eating and looked at us, but we were not afraid of them. Far away, we saw Mr. Palma cutting grass. There was no sign of the bull.

Suddenly, we heard a loud noise behind us. We turned around. About one hundred yards away, we saw the big, bad bull, and he was running toward us very fast.

"What are we going to do?" cried Carol. "He's coming this way, and he'll knock us down!"

A NARROW ESCAPE

Preview

Read aloud to the children. Then ask them what kind of creature is in the story. What is he doing? Target vocabulary: bull, chasing, angry, fierce, running away, snorting, nostrils, sharp horns, hooves, etc.

"Run for that tree!" I shouted. "Let's climb the tree before he gets here!"

We ran as fast as we could towards the tall tree. Carol reached it a little before me, and up she went. She was safe now.

I grabbed at a low branch to swing up. C-R-A-C-K! The branch broke off in my hands! The bull was getting very near now.

"Come this side, Barry!" yelled Carol. "Hurry up! The bull is almost here! Move!"

I dashed to her side of the tree. Carol was sitting safely on a branch. I felt the warm breath of the bull's nostrils at my back. I heard his hooves thundering behind me. I leapt for the bottom branch and climbed for dear life. As the bull ran under me, my feet brushed his back. I clung to the branch beside Carol, trying to catch my breath.

"He's coming back," said Carol. I knew she was afraid, but I couldn't help her. I was afraid too!

The fierce bull came back and stayed under our tree. He pawed the ground with his sharp hooves and shook his pointed horns at us and snorted through his nostrils, as if to say how angry he was. He put his head down, ready to butt our tree.

"Do something!" whispered Carol. But I could think of nothing. The bull looked up at us as if to say, "You are my prisoners now."

Just then, the sound of galloping hooves shook the silence. Carol and I, and the bull, all looked around to see what was coming.

We saw a horse coming across the pasture. Mr. Palma was riding it. The bull pawed the ground and charged after them. But Mr. Palma easily steered his horse away and threw a rope over the bull's horns. Then he tied him to the fence and came back to our tree.

"It's all right," Mr. Palma said. "You can come down. It's safe now."

We climbed down, and Mr. Palma gave us a ride to the other side of the pasture. We felt good on our way home. We decided never to cross Mr. Palma's pasture again.

After You Read

Why did Carol and Barry whisper quietly while they sat in the tree?

Do you think they will keep their vow never to cross Mr. Palma's pasture again?

Things To Do

1. Draw a map of the pasture as it looked when Barry and Carol started to cross it. Remember, they couldn't see the bull at first. Where do you think he was? Where would you put the big tree? Compare your map to the maps that other students have made. Use the story to back up your ideas.

2. In your group, create a drama based on the "Escape". Choose someone to play the fierce bull, the cows, and the big tree, as well as Carol, Barry, Mr. Palma, and his horse. some students could play the fence, too.

After You Read

The Things To Do section will take care of the retelling.

Inference. They were afraid. they didn't want the bull to get even more angry.

Inference. Probably they will not cross the pasture again for some time.

Things To Do

1. Have students work in groups. Let them use chalk on the floor to draw a large map in each group; then have them walk around and compare maps. Many different maps are possible.

2. Have students dramatize in large groups, either with readers or saying the lines they write/improvise. See Teacher, Teacher for more ideas on performing a drama.

Vocabulary Building

A. Before doing this exercise, give several examples on the board:

I like soda, but it hurts my stomach.
I don't have any money, but I am happy.

Point out that but indicates a contrast. It usually has a comma after the word that comes before it. Leave the examples on the board as they work.

Have students complete sentences individually and exchange papers in pairs for correction. Be sure they have a comma before but in each sentence. Have them put sentences on the board and correct each other.

Add but with a comma to the next Editing Guide you use.

B. Have students work in groups while you put this framework on the board for them to fill in when they report back. Help them translate if they know the words in their own first language but not in English.

MALE	FEMALE	BABY	GENERAL TYPE
man	woman	child	people
bull	cow	calf	cattle
stallion	mare	foal/colt	horses
rooster	chicken	chick	chickens
ram	ewe	lamb	sheep
boar	sow	piglet	pigs
(bull	cow	calf	whales & seals)
(gander	goose	gosling	geese)

Vocabulary Building

A. Combine these sentences using the conjunction but:

Carol and Barry t a shortcut through the pasture.
They were afraid of the big bad bull.

The cows were tame.
The bad bull was ferocious.

Barry tried to climb the tree.
The branch broke.

Carol and Barry were safe in the tree.
They couldn't get home.

The bull charged at Mr. Palma.
He guided his horse away easily.

B. In a group, try to fill in these categories. Then add as many more animals as you can:

MALE	FEMALE	BABY	GENERAL TYPE
man	woman	child	people
	?	?	cattle
stallion	mare	?	?
rooster	?	?	?
?	ewe	?	?
?	?	piglet	?

Words To Know

to butt	a cornbut	a bull	a horn
a nostril	a hoof, hooves		a pasture
to whisper	to gallop		a prisoner

109

RIVER AND SEA

RIVER AND SEA

If your students live near a body of water, the stories in this section form a good starting place with something familiar in their lives. **At the Creek** will be recognizable to any who live in the villages of the Toledo and southern Stann Creek region, or the western mountains, but it is also appropriate for any who enjoy fishing and swimming.

The Boys Go Fishing, **Crab Catching**, and **Gumagarugu Water** (the title comes from the song of that name) all evoke the life of the seashore, which will be familiar to those who live along the coast from Dangriga to Placentia and Punta Gorda, or on the cayes. It would be easy to move from here back to **At the Creek** or vice versa.

The images of the poem **Silver Stream** capture the flow of water in all its variety through our beautiful countryside.

If you are starting with this section, you may wish to go next either to Part 6. Town and City, or to Part 4. Life in the Country, depending on how rural your area is.

The inner themes of this section are similar to those of Part 3. School and Home, and of Part 4. Life in the Country, that is, honesty, responsibility, sharing, etc.

AT THE CREEK

Preview

Be sure to point out to students that the picture is on the previous page. Target vocabulary: washing, fishing, swimming, enjoying themselves.

110

AT THE CREEK

Preview

Look at the picture. What is Louisa doing? What is Simeon doing? One person is missing. Read the story and guess where he is hiding.

The sun is bright. It is a hot day. A small creek runs near the village of Santa Cruz. Simeon is at the creek. His little brother Antonio and his sister Louisa are at the creek too. The boys have come for water. They have also come to fish and swim in the creek. Louisa has come to wash the clothes in the creek. She also has come to swim in the creek.

Louisa scrubs the clothes on a big stone. She rubs the clothes hard and makes them clean. When Lousia finishes her washing, she swims in the creek. She likes the cool feel of the water, and she is happy.

The boys are also happy. They catch some big fish. Simeon catches four catfish or lu'. Antonio catches five big tuba or chej. Then they splash and play in the water.

When the work and the fun are over, the children go home. Louisa carries the clothes. Simeon carries the water, and what do you think Antonio carries?

The children are happy after spending a day at the creek.

After You Read

1. Where do you think Antonio is hiding?

2. Do you have a creek or river near your home?
   What kinds of things do you do in the river?
   What kinds of things have you found at the river?
   What kinds of fish do you try to catch?

3. Each of the children has a job. What is it? What jobs do you have to do to help your family? Tell the class about them.

Vocabulary Building

A. Look at the picture again. Simeon is wearing shorts. Louisa is wearing a skirt and a blouse. What are you wearing today?

In your group, make a list of all the kinds of clothes you can think of and draw a picture for each. Compare your list to other groups' for more ideas. Your teacher can help you find the names. Don't forget small things like buttons, a zipper.

B. Look at these sentences:

Louisa is washing clothes.
Antonio is catching a fish.
The boys are having fun.
Simeon is swimming.

These are things that are happening right at this moment in the picture.

Choose a leader and play the game called "Follow the Leader". As you play, you must say what you are doing at that moment. For example, the leader must say "I am walking" as he or she walks, and everyone else must say it, too.

C. Your teacher might like to show you another picture and have you describe what is happening right at that moment in the picture.

Words To Know

to swim	to scrub	to splash
to spend	some clothes	to wash
	some washing	

lu' (Mayan catfish) chej (Mayan tuba fish)

After You Read

1. No one right answer: perhaps Antonio is behind the tree. Accept all answers.

2. If there is a body of water nearby, try to get as many children as possible to respond. Help them to use English to express themselves.

3. Get children to talk about their chores/jobs. Target vocabulary: common household objects and tasks.

Vocabulary Building

A. Get children to describe themselves and each other. Target vocabulary: clothing, I am wearing . . ., He is wearing . . ., etc.

After oral activity, have students get in groups to draw up their lists. Have groups take turns putting 2 answers in a list on the board until they run out. Make a game of it.

B. Have children take turns being Leader. Don't try to get to everyone in one day, but instead return to this game over the weeks. It is a good practice and review, and enjoyable. You can be the leader the first time to show them how to say what they are doing.

C. Keep a collection of evocative pictures or posters for class use. They can also become the basis for writing activities. Have children sit in a small circle with you, while the rest of the class is doing some other activity on their own. Or be sure the picture/poster is large enough and the children close enough that everyone can see.

THE BOYS GO FISHING

Preview

Target vocabulary: dorey, boat, fishing poles, fishing lines, oar, bait, worms, crab, boys' clothing, etc.

THE BOYS GO FISHING

Preview

Look at the pictures on this page and the next How many things can you name? Do you think the boys will catch any fish?

"I want to go fishing," said Tom to his mother. He had gotten up early.

"Today is Friday and you cannot go fishing," she answered.

"But today is not Friday. Today is Saturday," said Tom to his mother.

"Ok, then, you can go," said his mother.

The boy ran to the store-room for his fishing lines. At the same time, his mother made his lunch. Tom gathered all his fishing gear.

"Tom, Tom!" called his friend Paul from outside, "It is time to go fishing before the sun comes up."

At that moment Tom ran out of the door leaving his bagara, or bag, behind.

"Your lunch! Your lunch!" his mother shouted from inside.

Tom stopped suddenly and ran back inside for his bagara. He grabbed it and ran after his friend, Paul. They quickly walked to the dorey that belonged to Tom. The boys put their bagara into the dorey.

"We need some bait," said Tom.

"Let's get some," said Paul

So the boys collected a lot of beachbugs, called leweyu, and crabs, called heringue, for bait. They pushed the dorey into the water and paddled out into the blue ocean to begin their fishing. The boys dropped their lines and sat quietly looking at the water.

"Let's see who catches the first fish," said Paul.

A minute later there was a pull on one of the lines. Tom pulled up a big snapper.

"Look, Paul! Look what's on my line!" cried Tom.

Very soon Paul caught a fish, too. Together they caught many more.

After a while, both boys became thirsty and they paddled to the shore. They saw some short coconut trees on a piece of land belonging to Mr. Sylvin. Tom jumped out to get some coconuts while Paul remained in the dorey. While Tom was getting the coconuts, he heard a voice shout.

"What are you doing there, boy?" shouted Mr. Sylvin.

Tom quickly grabbed two coconuts and ran towards the dorey.

"Let's go quickly, Paul. Mr. Sylvin is after us," said Tom.

After You Read

1. Discussion should lead students to determine Tom was wrong, but students should be able to decide this for themselves. What if someone came into their yard and took something that belonged to them?

2. Lead students to decide for themselves, but hopefully they will come to the conclusion that Tom and Paul should make things right.

3. Mr. Sylvin might have given the boys a coconut or a drink of something if they had asked him politely. Or they could have offered him a fish in exchange, or offered to help him out some way later on. Other possible answers.

4. As with each of these questions, the idea is to get students to put themselves into the situation of the story and try to develop their values through it. Here the question should lead to the idea that the boys aren't going to get away with the theft, and their mothers will be angry with them later on.

Vocabulary Building

This activity should tie in well with a science project to study the reef. Children should be able to come up with one or two other names for each column. Discuss some of the differences among these species: how many legs? How do they bear their young? Which animals are endangered and need to be protected? Is the reef made up of animals or plants? etc.

They paddled quickly away from Mr. Sylvin. On their way home, they enjoyed the sweet coconut juice. Soon they arrived home and surprised their mothers with the number of fish they had caught. Later that evening, the boys enjoyed a nice supper of fried fish.

After You Read

1. Do you think it was right for Tom to take the coconuts?
2. Do you think Tom and Paul should apologize to Mr. Sylvin?
3. Instead of stealing the coconuts, what else could they do?
4. What will Mr. Sylvin say to their mothers?

Vocabulary Building

What are some other animals that live near the sea and in the sea? (If you have a picture of the Belize Reef, see how many animals you can name in the picture). Your teacher will help you with names you don't know. Try to put them in these lists. An example of each is given.

MAMMALS	FISH	CRUSTACEAN	SNAIL/SLUG	BIRD
whale	snapper	crab	conch	sandpiper

Words To Know

some gear — some bait — bagara (Garif. bag)

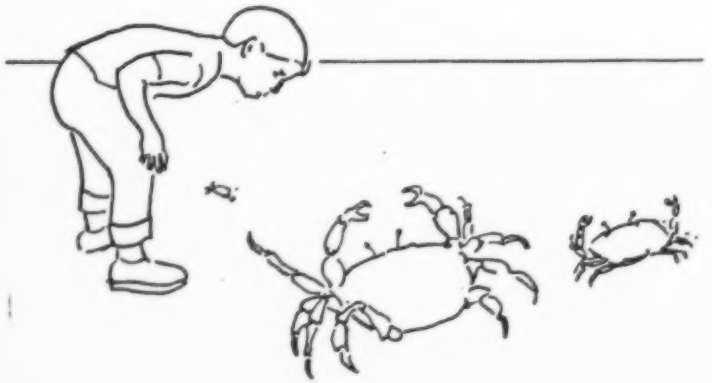
a paddle — thirsty — to catch — a coast

heringue (Garif. beach crab) — leweyu (Garif., beach bug)

CRAB CATCHING

Preview

Look at the title and the picture. Did you ever go crab catching? Did you ever see a crab that big? Read the story to find out who caught whom.



It was holiday time. The boys and girls liked this very much. They could sleep until late everyday. But Kevin and James and Mickey were glad for a different reason. They were to go crab catching. Catching crabs was always done in the month of August.

"Catching crabs!" said Mickey.

Mickey was a boy from the States. He did not know about catching crabs. "How do you catch crabs? he asked.

"It's easy," James said. All you need is a wire and a crocus sack. You come with us, we'll show you.

CRAB CATCHING

Preview

Do orally. Have students describe the picture. Put "Who caught whom?" on the board.

116

That night rain fell.

"Just right for crab catching," said Kevin.

The next morning, they left the house before seven o'clock. "Be careful, boys," warned Kevin's mother. "Do not go too far. And come back soon."

"Yes Mother," answered Kevin. "We'll be careful."

The boys walked up the beach. At that early hour, lots of crabs were on the beach. They caught many crabs by carefully grabbing them behind the big pincer.

But Mickey did not know how to do it. A crab grabbed his finger with his sharp claw. "Help!" he cried, shaking his hand. But the crab wouldn't let go. It held tightly onto his finger.

"Ow! Ow! Help! Help!" Mickey cried. He was very frightened.

The other boys came running. They laughed at their friend.

"It is hurting my hand!" Mickey cried.

James carefully pulled the crab from Mickey's finger. His finger was very sore, so they picked up the wriggling bag and set off for home.

They felt sorry for Mickey, but a crab feast would make him feel better soon.

240

117

After You Read

A. Why did the boys laugh at Mickey at first?
What could Mickey do to make his finger feel better?

B. There is an old Belizean saying,

"If a crab never walks, he doesn't get fat, and if he walks too much, he loses his claw."

How does this saying apply to Mickey?

C. What do you need to catch a crab?
Do you know how to catch another kind of animal?
Describe how to do it so someone else could use your method.

Vocabulary Building

Crabs belong to the same large family as spiders. Do you know what other related animal creature is good to eat?

List all the differences and similarities you can find between the two kinds of animals. (If you can, try to catch one of each, or bring their shell or discarded skin to study. The encyclopedia or dictionary or your science book will also be a help.)

CRABS	SPIDERS
has shell	no shell

Words to Know

to wriggle	a claw	a pincer
a crocus sack	a finger	warned

After You Read

Before answering questions, have students answer the question on the board: The crab caught Mickey.

A. Inference & Relating. It was probably comic to see Mickey jumping around and yelling and shaking his finger. Find out if any students have had a similar experience.

Mickey might soak his finger in very cold water.

B. This may be too abstract for younger students, but it implies that experience is important, but too much experience can be dangerous.

Students will enjoy writing a story from the point of view of a crab, either a re-write of Mickey's adventure, as told by the crab, or an animal fable with this saying as its conclusion. Use Editing Groups afterwards.

C. Have as many students as possible describe how to catch a crab or some other animal--everyone has a slightly different technique. Then have students write up their process for others to read. (These could also be fanciful.)

Vocabulary Building

A related Crustacean is the lobster. There are also a wide variety of shrimp in this family.

This activity is a follow-up in more detail to the previous categorizing tasks in "The Boys Go Fishing." Get students to look very closely at the two creatures, using a magnifying glass if one is handy. They should notice that both animals have eight legs, multiple eyes, etc.

GUMAGARUGU WATER

Preview

Read the Preview aloud to the children before they read the story silently. If children know the town of Dangriga, have them describe what they know of it. Try to get as many students to respond as possible.

GUMAGARUGU WATER

Preview

Gumagarugu is a Garifuna word that means "tree by the water." Read the story to find out about the town of Dangriga.

It is very still where the river and the sea meet in Dangriga. It is a spot where people always look to see some difference in the waves, or a different colour in the water. The waves and colour change as the tide comes in or out.

On hot summer days, there is always a crowd bathing in the area where the river and the sea meet. You can see them from the narrow bridge that crosses Stann Creek in the center of town. People walk up the lanes on either side of the river to get to the ocean. A bathe in the sea first, then in the river, is the thing to do. People enjoy the cool freshness of the river water, after they finish bathing in the salt water of the sea.

Along the grassy river bank, people wash their clothes and sheets. They spread them out on the soft grass to dry in the gentle wind. Fishermen pull their boats up in the shelter of the riverside and mend their fishing nets. The nets still

smell of the sea. At the pump, people come to fill their pails of water for their household and the little gardens that grow around almost every house. In the river water, some children with masks dive to look at the river bottom.

Down at the ocean, a narrow, broken sand bar divides the river water from the sea. Children and their parents relax on the beach and the sand bar. Some swim in the water or just soak in it. The children run up and down, playing and having fun. They look for shells and small fish, and they frighten the crabs into their holes. Sea gulls and pelicans wheel overhead. All along the beach, palm trees wave their fronds in the ocean breeze. The taste of salt is in the air.

There was a song written called "Gumagarugu Water." Whenever I hear this song, immediately I think of that lovely spot in Dangriga, where the river meets the sea.

After You Read

A. Do you have a favourite place where you like to go, either alone or with friends? Write about it as the author does in this story. What does this place look like? What do you do there? What tastes and sights and smells are there in this place? Why is it special to you?

B. Find Dangriga on your map of Belize. Trace Stann Creek up to its many sources. What are the names of all the branches of this river?

C. If you took a bus from Belmopan to Dangriga, what towns would you travel through?

D. What kinds of crops are grown in the Stann Creek Valley? What kinds of things make the Valley ideal for plantations?

E. Do you know the popular song "Gumagarugu Water"? Teach it to your classmates and perform it.

After You Read

A. Relating. Read the series of questions aloud to students and then have them write on this topic for 10-20 min. (depending on age and writing ability). On another day, have them finish writing and read to each other.

B. You will need a map for this activity. Have students trace the Creek to all its branches.

C. Have students follow the highway from Belmopan, naming the towns as they go. This and B. could be done by small groups separately, having students write down lists of names to compare on the board later.

D. If students do not live in the area, you will need the Belize Atlas to answer this question. Your District Resource person may be able to help.

E. Try to get students to formulate all the words, write them on the board, play the tape, and get students to learn the song. You may want your class to perform it as part of a school pageant or celebration. Have them make up a dance to it, as in "Garifuna Dances."

Vocabulary Building

A. Have students work in groups. Remind them that there is more than one correct answer. As they work, spot check to see if they are writing in the comma after the introductory prepositional phrase. This activity and B. should help them get more sentence variety into their writing.

B. Have students write individually and check each other in pairs. Remind them to put a comma at the end of the introductory phrase. You might have them go back to the stories they wrote for "Crab Catching" and revise by adding at least 2 introductory prepositional phrases like these.

Vocabulary Building

A. In your notebook, write out these sentences, correctly matching the two parts (some have more than one correct answer):

1. On hot summer days,	pelicans and sea gulls flew.
2. In the sea,	children dove with masks.
3. Along the riverside,	children and parents relaxed.
4. On the sand bar,	a narrow sand bar divided the river water from the sea.
5. Along the beach,	people liked to bathe.
6. At the pump,	there was always a crowd at the beach.
7. Down at the ocean,	children ran up and down.
8. Up in the sky,	you could see lots of people down at the ocean.
9. In the river water,	fishermen spread their nets to dry.
10. From the Stann Creek bridge.	people drew water.

B. Now write 5 sentences of your own, each one beginning with a preposition (on, in, along, at, up, from, down, etc.). Don't forget to put in the comma where it belongs.

Words to Know

a difference	a wave	a crowd	a parent
a movement	the summer	a beach	fresh
a freshness	a scene	a pump	a pelican

SILVER STREAM

Preview

Read this poem silently to yourself. What are the pictures the poem brings to your mind? Can you see the water flowing? Can you see a waterfall? Mothers washing?

Silver Stream

Silver streams of fresh clean water
Flowing outwards to the sea,
Creeks and rivers always moving,
Tumbling down our mountain slopes,
Flowing slowly through our heartland,
Forming lakes of still clean water,
Making washing bowls for mothers——
Bathing pools for boys and girls.

After You Read

Go to a stream or to the ocean to observe and write. For each line, give at least two things in answer to the question. Use as many descriptive words as you like. Use the name of the body of water as your title.

1st line:	what does it look like?
2nd line:	what does it sound like?
3rd line:	what does it taste like?
4th line:	what does it feel like?
5th line:	what does it smell like?

You can rearrange the lines for the best effect.
Read your poem to the class.

SILVER STREAM

Preview

Before students open their books, tell them to shut their eyes and think of the pictures they see as you read. While their eyes are shut, read the poem to them dramatically. Then ask them what they saw. Help them use English to express themselves.

Then have them read the poem silently, practise it, and eventually ask for volunteers to read it aloud to the class.

After You Read

If possible, take the class on a field trip to a nearby body of water. They do not have to write about the water exclusively. Encourage them to use strong images as in "Silver Stream."

If students have been working well in groups, you may want to have them write a group poem (group of 5, one line/one sense each), as well as writing individually.

TOWN AND CITY

If your students live in any of the larger towns--Punta Gorda, Dangriga, San Ignacio, Belmopan, Orange Walk, Corozal--or Belize City itself, they will surely find something recognizable in these stories.

Stoning mangoes--or robbing any fruit tree is a favorite pastime of children everywhere, and both **Mango Time** and **Mr. Joe's Mangoes**, the latter a poem, deal with this theme.

If the wind is up, your students may be interested in making a kit, the culminating project that follows **Steve and Jerry Fly a Kite**.

Those from Belize City and the northern area will recognize the familiar landscape of the border in **A Visit to Chetumal**, while **From Punta Gorda to Belize City** tells of a journey that was never completed, but that still turned out to be exciting.

As with a number of the stories in this section, and in other parts of the **READER**, **Trevor's Lesson** deals with responsibility and honesty. Trevor gets into trouble, but he is honest enough to admit his mistake.

Students from rural areas should have already read those sections that deal with the life around them--**Life in the Country** and/or **River and Sea**. For these students, **Town and City** may enter new territory, but **Mango Time** makes a good transition that all can relate to.

TOWN and CITY

MANGO TIME

One night, we decided to go out. We went to pick mangoes. There was a big tree in Mrs. Lewis's yard. Her tree had big juicy mangoes. Mrs. Lewis was going out tonight too, but her dog was at the back of the house. She had only one eye, and her name was Cutie.

We brought a fried fish with us. We gave it to Cutie to keep her quiet, but she ate it very quickly. She had only a small piece left when Jim said, "Hurry up! Let's climb the tree! Quick!"

Just then, somebody came to the front gate. It was Mrs. Lewis coming home.

"What is Cutie eating?" wondered Mrs. Lewis. "Oh my," she cried, "she is eating fried fish! The bones are all over my mat! You bad dog! You are spoiling my mat!"

Mrs. Lewis went inside. She came out again with a broom and swept away the bones. Then she closed the door. The lights in the house went out. It was very dark.

Then Cutie began to howl.

We were all in the tree and we were all scared!

Victor said quietly, "I wonder if Cutie sees a ghost?" Now we were all very quiet.

"O-W-W-W-W-W-W-!" howled Cutie again.

Then we all screamed in terror.

The lights in Mrs. Lewis's house came on again. The door opened quickly. We jumped down from the tree, and ran as fast

MANGO TIME

Preview

Ask a student to read the title, and ask them when mango time is. Ask them what they do when mangoes get ripe.

Ask them what other fruit trees they know of and like to eat from.

After You Read

Before starting on the questions, ask if the boys got any mangoes. Students' response will indicate whether they understood the ending or not. Have them read the story again silently if they are unsure of their answer. (The boys didn't get any mangoes after all.)

1. Inference. She probably didn't see the boys, but she may have suspected something because Cutie was howling.

2. Inference. Cutie was barking at the boys, who were still in the tree. This should open a discussion of whether there is such a thing as a ghost. Try to be firm with students that there are not. People sometimes imagine they see things because they are already frightened. The discussion questions with some of the other stories in **Fairy Tale and Story** are useful here.

3. Students should be led to see that the boys shouldn't have tried to steal the mangoes. Get students to suggest more civilized means: Mrs. Lewis may have more than she can use and be happy to give some to the boys. Or they could do some chores for her in exchange for the mangoes.

4. Many possible answers, for example: scared, frightened, bad, unhappy, sad, quick, etc.

Sounds

The goal of this activity is to get a firmer grip on the sound/spelling correspondences. Allow students to make up their own spelling, as long as it is a reasonable representation of the sound they are trying to say. Have them try to think of words the animal sounds resemble, or words with that sound in them, to use as models. This activity should be noisy, and fun.

After students write their stories individually, have them use their Editing Groups, as described in other sections.

as we could. We jumped over the fence while Cutie barked and barked. She chased us, but we were very quick.

Outside the yard, Jim asked, "Do you have the mangoes?"

"Oh, dear!" we all answered.

Victor said sadly, "They are still on the tree."

After You Read

1. Do you think Mrs. Lewis saw the boys? What did she think when Cutie howled and barked?

2. Do you think Cutie saw a ghost? Why was she howling and barking?

3. Do you think the boys were right to try to take Mrs. Lewis's mangoes? How else could they get some mangoes?

4. Think of one word to describe the boys.

Sounds

What kind of a noise does a dog make when it hows? The author wrote "O-W-W-W-W-W!" How does that noise sound? Try it out.

What kind of noise does a cat make when it howls? Try it out. How would you write it down?

Try to make the sounds of these animals and decide how to write them down. Many of them will have several possible answers. (Your teacher may want to take you outside so that your animal noises won't disturb other classes.)

chicken	fish	peccary
cow	snake	gibnut
crow	rooster	toucan
bat	horse	monkey

Now write a story about your favorite animal. Be sure to include the sound it makes.

Vocabulary Building

The author says: The boys ran as fast as they could.

Cutie howled as loudly as she could.

Mrs. Lewis turned on the lights as quickly as she could.

Now write some other sentences about the story using this pattern:

Victor			he	
Jim				
Cutie	(did		she	
Mrs. Lewis	something)	as (adverb) as		could
I			I	
The boys			they	

Now write a short paragraph about what you did this morning using that same pattern as often as you can. Start like this:

This morning I got up as _____ as I could.

Words To Know

to wonder	to climb	to spoil
to howl	to scream	to sweep, swept
quick, quickly	quiet, quietly	as fast as

Vocabulary Building

Before students write their own sentences, put the substitution chart on the board and have students do it orally, one at a time. Do the first one to model it:

"Victor ran as fast as he could."

Go through the drill at least twice, then have students come to the board 3 at a time and write in answers (many possible sentences) in the chart. Students should now be prepared to write their own paragraphs. Use the First, Next, Then chart (as in **The Banana Family**) to help students generate ideas and get the spelling right.

MR. JOE'S MANGOES

No need to preview this poem. You may wish to read it aloud to the class dramatically before they read it silently to themselves.

After You Read

A. Have groups practice read the poem chorally. You could "conduct" the whole class in interpretation, by using your hand and body to indicate breaks, breath pauses, tempo, and volume. Think of the class as an orchestra singing a song in unison.

To get increasing volume, have one group start the poem and the next join in one or two stanzas later, and so one, until all the groups are reciting the last one loudly.

126

It is mango time
And in Mr. Joe's yard
The big mango branches
Are loaded, loaded.

MR. JOE'S MANGOES

Morning and evening,
And all day long,
The mangoes on the branches
Are growing, growing.

School boys and school girls,
Some big and some small,
Mr. Joe's mango branches
Are stoning, stoning!

Mangoes drop, drop,
Boys and girls rush
But no mangoes they get
For Mr. Joe is coming, coming!

Away they run,
Straight to the teacher,
For Mr. Joe follows
Complaining, Complaining!

After You Read

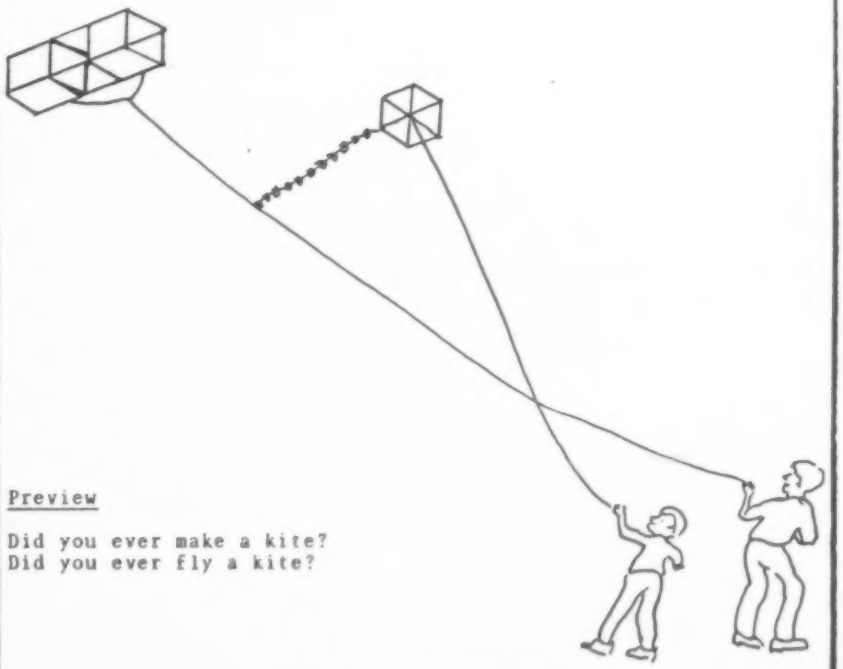
A. Read this poem silently, then practice reading it aloud, first one by one, then in your group. Each group could take one or two verses to read in turn. Start the poem very softly and end up loud!

B. Write your own poem about your favourite fruit using a pattern like "Mr. Joe's Mangoes."

Think about how your favourite fruit grows. How does it taste? How do you pick it, or where do you buy it? What colour is it?

For example, you might start:
It is banana time
and in my yard
The big banana branches
are loaded, loaded.

STEVE AND JERRY FLY A KITE



Preview

Did you ever make a kite?
Did you ever fly a kite?

One sunny day in March, it was very windy. Steve and Jerry sat in the classroom, waiting for the bell. Jerry showed Steve a spool of string for flying their kites. Soon the bell rang and it was time to go home.

Jerry ran home from school. He forgot to eat. He looked for his kite and found it under the bed. His kite was very beautiful. It was red and yellow and looked like a big red and

STEVE AND JERRY FLY A KITE

Preview

Have as many students as possible describe their experiences with kite-flying. Target vocabulary is included in Words To Know.

After You Read

Students may have already made a kite, but this version has some refinements that they may find useful. Allow several sessions to finish them. You may have to supply materials if students or parents are not able to. A shopkeeper may donate some if you ask.

As students work, circulate among them to encourage them to use English and to make sure they understand the directions. Some vocabulary that may need explaining: rectangle, clip, loop, notch, crosswise, lengthwise, bow, knotted.

yellow ball. Jerry made a long tail for his kite out of bits of cloth.

Then, Steve came down the street. He showed Jerry his kite. It was green and blue and looked like a box. They ran to the school yard to fly their kites.

At the schoolyard, Jerry was not happy. His kite would not go up. Steve ran with his kite, and the wind soon took it up. He let the string run off his spool. Steve looked at Jerry. He felt sorry for him.

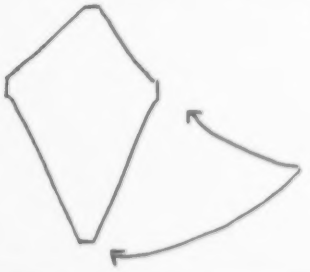
"Let me help you with your kite, Jerry," he said.

Steve held Jerry's kite and looked at the knot. It was too low on the guide string, so Steve fixed it. Now Jerry could fly his kite, too.

Jerry ran with his kite. The wind took his kite high up in the air as he let out more and more string. The two kites looked like two birds flying in the sky. The two boys were happy. They pulled on the string to make the kites bob up and down. It was fun to fly a kite.

After You Read

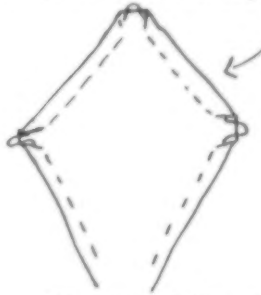
Do you know how to make a kite?
Here are some directions for making a kite:



1. Cut a sheet of newspaper or shop paper so that it makes a rectangle. The bottom half should be longer than the top half.

2. Clip the corners.

3. Fold all four edges over.

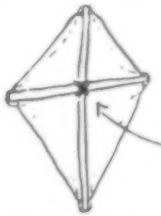


4. Place a piece of string all around the inside of the fold. Leave a loop of string sticking out at each corner.

5. Carefully past the outer edge of the fold to the kite. Be sure the string is free.

6. Cut two sticks, one about 1" longer than the width. Notch the ends.

7. With the help of a friend, put the string through all four notches and tie it firmly.

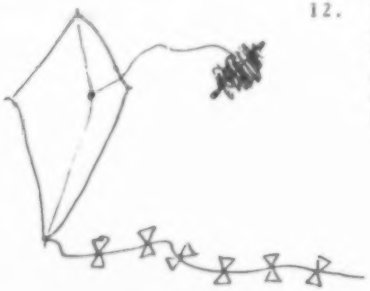


8. Tie the 2 sticks together at the place they cross.

9. Tie a piece of string tightly from one end of the crosswise stick to the other, so that it bends like a bow. It will give a curve to your kite.

10. Now turn your kite over to the front. Tie a string very loosely from the top of the lengthwise stick to the bottom.

11. Tie your spool of flying string about 1/4 of the way down this guide string.



12. If you wish, make a tail of a knotted rag or twists of paper tied on a string. The tail keeps the kite steady in the air.

BEST COPY AVAILABLE

Vocabulary Building

A. This exercise is to practise the past tense:

1. forget - forgot
2. run - ran
3. fix - fixed
4. sweep - swept
5. howl - howled
6. run - ran

B. Further practice in the past tense:

came wanted

looked found

made

Before students begin, have them read silently, and then tell you what tense it is in. The verbs was and looked in the third line indicate the past must be used.

Further practice: Skills Book, Past Tense Verbs, pp. 98-100, and Use of HAD/HAVE, pp. 96-97.

Vocabulary Building

A. In your notebook, rewrite each sentence that into the past tense.

EXAMPLE: Jerry shows Steve a spool of thread.

Jerry showed Steve a spool of thread.

1. He forgets to eat
2. Jerry runs with his kite.
3. Steve fixes the loop.
4. Mrs. Lewis sweeps the porch.
5. Cutie howls at the boys.
6. The boys all run away.

B. Complete this paragraph by inserting the missing words.

Jerry _____home from school. He _____to eat. He _____ for his kite and _____ it under the bed. His kite was is very beautiful. It was red and yellow and looked like a ball. Jerry _____ a long tail for his kite.

Words To Know

a tail some string some cloth a knot

a spool to forget to fly, flew, has flown

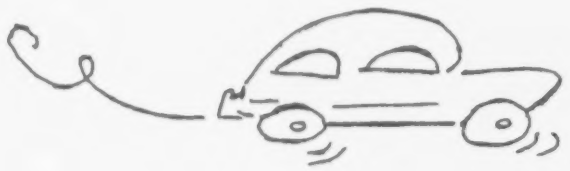
to feel sorry for someone

A VISIT TO CHETUMAL

Preview

Have you ever been on a trip to someplace special? (For example, to another town, out into the forest, to the river, to a Mayan ruin, to another country?)

How did you get there? What did you see and do? Tell the class about what happened.



This is a day in May. It is a holiday. Omar's family is going to Chetumal. Everything is beautiful. The sun, the sky, and the wind are just right. Their car goes fast on the highway. Omar and Mirna laugh, sing, and shout: "Chetumal here we come!"

A man at the Santa Elena border changes their money into pesos. The policmen check their papers. The family crosses the Rio Hondo bridge into Mexico where more policemen check their papers again. Then they are soon in the city of Chetumal.

Chetumal has wide streets. Beautiful trees and flowers grow in the middle of the street. The shops are full of people and the shop windows are full of many things. Mirna and Omar are busy looking at everything. The family sees many people, buildings and vehicles. Everyone is very excited. The ballon

A VISIT TO CHETUMAL

Preview

Try to get as many students to speak as possible, helping them with their English expressions.

Things To Do

A. Have students in groups decide who will illustrate which part of the story. The retelling will emerge as they make this decision.

B. Generate a group story first, using Clustering: as students offer ideas, write them on the board. Later draw lines connecting related ideas. At the center of the board would be the word "TRIP." Connected ideas might be (a) how we got there; (b) what it looked like; (c) what we did there; (e) how we got back home.

Let students either write up the story based on the ideas on the board, or their own story. While they are writing (or before the editing session if it is to take place on another day), write the criteria on the board so that the students are reminded of them as they revise and read each other's papers.

man comes along, and Mirna and Omar spend their first peso. The vendor sells them blue, yellow, and green balloons.

Next the family goes to the market where everyone is shopping. Some are selling, some are buying and some are eating. Everybody is busy doing this or that. Father buys clothes for everyone.

Mother needs some groceries, so Father takes them to Conasupo, a big supermarket. Mother buys flour, soap, and many other things. Her two bags are full of groceries. In the afternoon, Father takes everyone to Bacalar. He wants them to see the lagoon, which has a beautiful blue-green colour. Omar and Mirna play together in the water while Mother and Father swim. Everyone has a good time. Soon it is time to return to Belize City. The family leaves Chetumal and gets home about seven o'clock in the evening. What a happy day!

Things To Do

A. Draw a picture of one of the places Omar and Mirna see in Mexico. Each person in your group could draw a different picture to illustrate the whole story.

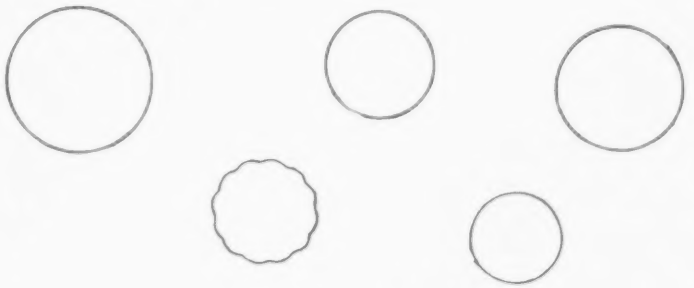
B. Write a story about a trip you would like to take. It can be anywhere in the world, or even to the moon. Tell how you would get there. Tell what you would see. Tell what you would do there. How would you get home?

When you have finished getting down ideas and writing them up, exchange your paper with other students in a group of three and check for these things on the other two papers:

1. A good title.
2. All the story makes sense - no holes.
3. A good description of the place--you can see it.
4. Proper names have capitals.
5. Complete sentences with a period, question mark or exclamation point..

Money - Different countries use different kinds of money, so Omar 's Father had to change Belizean dollars for pesos at the border.

Here are some Belizean coins. Copy them into your notebook and write in their value and their name. Then compare your answers with your neighbour.



Geography - On the map of Belize

(1) find the town of Santa Elena that Omar and Mirna went to. What district is it in?

(2) What country is Chetumal in? What district?

(3) Find the Rio Hondo. Trace it to its sources.

(4) Follow the route from Belize city to Chetumal. Name the main towns that Omar and Mirna saw on the way.

Vocabulary Building

A. Match the two parts of the sentences. Write the complete sentences in your exercise book.

1.	The car	a.	needs groceries.
2.	The shops	b.	comes along.
3.	A balloon vendor	c.	goes fast along the highway.
4.	Mother	d.	are full of people.
5.	A man at the border	e.	checks their papers
6.	A policeman	f.	changes their money.

Money - Have students work in groups.

Geography - You will need a map for this activity. You may want to have students use the map in small groups of 3-4 while other students are working on something else.

Vocabulary Building

A. Have students compare answers in pairs when they finish writing. Spot check to make sure they are not inserting extra commas between subject and predicate.

1. - c.
2. - d.
3. - b.
4. - a.
5. - f.
6. - e.

Further practice: Skills Book, Verbs (Present Tense), pp. 20-22 & 83-85.

B. Sentence Combining - practice in forming longer sentences with adverb clause. (No comma is necessary.)

Before students rewrite the sentences, put a few examples on the board and indicate that while means an action that takes place at the same time as another action. Examples:

Are you talking while I am writing?
Maria is singing while she is working.

B. Sentence Combining

Rewrite each pair of sentences as one sentence connected by the adverb while (while = at the same time as).

1. The man at the border changes our money.
   The policeman checks our papers.

2. Mirna and Omar laugh, sing, and shout.
   Their car goes on the highway.

3. Mirna and Omar look at everything.
   They walk on the streets.

4. Some people are buying.
   Some people are selling.

5. Father wants new clothes.
   Mother needs some groceries.

6. Mother buys flour and soap.
   Mirna and Omar look at the cereal boxes.

7. At the lagoon Mirna and Omar play together.
   Mother and Father swim.

Words To Know

a lagoon	Mexico, Mexican		an official
a balloon	some groceries		a supermarket
a building	a vehicle	a vendor	a seller
a policeman, policemen			

FROM PUNTA GORDA TOWN TO BELIZE CITY

Preview

Three children start out on a trip. Read to see what they do and how far they go.

It was a stormy Monday night. There was the bright flashing of lightning. There were loud noises as the raindrops fell on the roof. Some frogs were croaking in the night. Perhaps they were afraid of the thunder.

The next morning, frogs were all over the place. There were small ones with large eyes and small bumps on their backs. Others were very big with even larger eyes and very big bumps on their backs.

The bus was going from Punta Gorda Town to Belize City on that Tuesday morning. People were waiting at the Civic Center in Punta Gorda. They had their handbags, suitcases, kitbags, and boxes. The people from Mango Creek had big bags, and the people travelling from Punta Gorda Town had the biggest bags of all.

The bus came and Steve and Peter and Ann all jumped in, eager for the trip. They put in the small parcels, and the conductor put in the larger bags and cases for the grownups. The bus started out slowly, but it got going faster and faster as it went out of town. The road was good, and the fastest ride was near Jacintoville.

FROM PUNTA GORDA TOWN TO BELIZE CITY

Preview

Read preview aloud to children.

While it raced along, the bus went through several puddles, throwing up huge waves of water like an ocean liner in high seas.

"Hey kids!" exclaimed Peter. "Look at that big puddle!"

A little further ahead they came to another puddle. "Peter, this is a bigger puddle!" shouted Ann.

The bus continued travelling until it reached the area around Jacinto Bridge. Suddenly, it screeched to a stop. "Oh my!" exclaimed Steve. "This is the biggest puddle I have ever seen in my life.!"

There was water on the road as far as you could see. Even the bridge was covered with water, so the bus could not pass over it. There were leaves and branches floating rapidly downstream. The river roared like an angry giant.

While the bus was stopped, the children decided to eat some of the goodies they had brought with them.

"I have some rosy, ripe mangoes in my bag, Ann," said Peter.

Ann answered, "I have some oranges for us."

Steve had some bananas, so all the children divided up their fruit and shared it.

"My mango is smaller than yours," said Peter to Steve.

"Yes, I think so," said Steve." I'll give you <u>two</u> bananas to make it even."

The children sat and ate beside the river--but not too close to the swirling waters! They threw the mango peels and seeds into the water. The banana skins flew after them, down

the river and quickly out of sight. The bright orange peels bobbed away even quicker.

Some thirty minutes later, the bus driver decided to return to town. Everyone climbed back into the bus. The children did not mind going back home, but some grownups were very sad. A few ladies cried quietly because they had wanted to reach Belize City for some special business.

However, the bus had to travel back to Punta Gorda Town because it could not go over the Jacinto Bridge.

"We will try again tomorrow," said the driver. "Let's hope the river goes down."

Everyone went home hoping there would be no more rain.

Things To Do

A. Take a look at the map of Belize. How far is it from Punta Gorda to Belize City? (Your teacher will help you read the scale on the side of the map.)

Can you find Jacinto Creek on the map? How far did the children really go?

B. What was the longest trip you ever took? Write a story describing what you did and where you went. What did you eat? Did you have a good time?

After You Read

Ask children how far they got on their journey--answering Preview question.

Things To Do

A. You will need a map for this activity. Help children use a ruler to measure the number of inches and multiply to get the number of miles it represents.

B. Similar to writing activity in **A Visit to Chetumal**, using similar vocabulary.

Comparisons - Have sample sentences on the board before children come in for the lesson. Underline the comparative and superlative as you explain them.

Students will need a yardstick or tape measure to take measurements. Large sheets of shop paper would be good for drawing around hands and feet. Children can work in groups of 3, but they will probably need considerable assistance in doing the measurements.

Comparisons - Look at these sentences used to compare things:

Small frogs had small bumps and small eyes.
Bigger frogs had bigger bumps and bigger eyes.

People from Mango Creek had big bags.
People from San Antonio had bigger bags.
People from Punta Gorda had the biggest bags.

The children had small parcels.
The grownups had larger ones.

The bus went slow at first.
Outside of town it went faster.
The fastest ride was near Jacintoville.

Peter saw a big puddle.
Ann saw a bigger puddle.
Steve saw the biggest puddle of his life.

Steve had a big mango.
Peter's mango was smaller.

The -er ending shows two things are being compared.

big, bigger
large, larger

The word the plus the -est ending shows which one is

the biggest, the best, the greatest,

of three or more.

Now try these comparisons with a partner. Write down all your answers and measurements as you work.

Who is heavier? Who is taller? (Measure by standing bare-foot by a wall. Put a book flat on your head and draw a line under the book. Measure from the floor to the line.)

Who is older? Who is younger? (Compare your exact birthdays.) Does anyone have the same birthday?

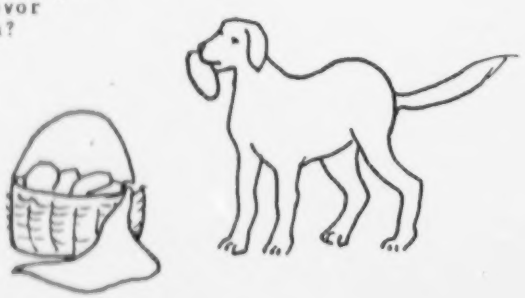
Which one has longer fingers? What is their exact length now? Who has longer feet? Who has wider feet? Which is your longest toe? Longest finger? (You can trace around your hands and feet and measure the drawings with a ruler.)

Which one of you has longer hair? Which one of you has a wider smile? Which one has wider eyes? Longer ears?

TREVOR'S LESSON

Preview

Sometimes lessons can be learned only from experience. Have you ever learned something by doing something wrong? What lesson did you learn? What did Trevor learn in this lesson?



Saturday was Trevor's turn to sell bread. But Trevor did not want to go because there was a bazaar at his school. There was no joy in selling bread on that day, so Trevor sulked.

"Mother, do I have to go and sell bread today?"

"Yes, Trevor, you must. It is your turn," Mother replied.

Trevor was very angry. He grabbed the basket and stamped through the door.

"I don't care what you do," called his Mother after him. "You are still going to sell that bread!"

Trevor went off with the bread. As he was going past the school, the announcer was saying. "Leave what you are doing. Come and enjoy yourself at the Wesley Bazaar."

Trevor got excited.

"Leave what you are doing," the announcer was saying.

TREVOR'S LESSON

Preview

Encourage students to try to formulate their experiences in English.

Discuss what lesson Trevor has learned after children have read the story.

BEST COPY AVAILABLE

"I will hide my basket of bread and go," Trevor said to himself. So he put down his basket and went to the bazaar. He did not know that a dog was watching him.

There were many good things to see at the bazaar. There was a fish pond and a grab tub. There was Santa Claus. Trevor was excited. He was just going to shake Santa's hand when he heard a voice behind him. It was Uncle Lloyd.

"What are you doing here, Trevor? Where is the rest of your family?" Uncle Lloyd asked.

Trevor was now frightened.

"Uh, uh, Uncle Lloyd, the others are coming," he said.

"Do you have any money left?" Uncle Lloyd asked.

"No," said Trevor.

"Well, here is two dollars," said Uncle Lloyd.

"Oh, thank you, Uncle Lloyd," Trevor cried. He was very happy. He was going to enjoy himself even better. Off he went to have fun.

Meanwhile, Uncle Lloyd was soon tired of the bazaar. He walked over to Trevor's house where Trevor's sister Dorsi was sweeping the hall.

"When will you get to the bazaar, Dorsia? Trevor is already there," said Uncle Lloyd.

Mother heard him, and she was angry. She jumped up. "Trevor at the bazaar! What is he doing there?" she cried. "Dorsia, go and call Trevor. Tell him to get back here, right now!"

As Dorsia got near the bazaar, she saw a big, brown dog. This dog was eating bread out of a basket. The brown dog growled as Dorsia passed him.

"I wonder whose bread that dog is eating?" said Dorsia to herself.

As Dorsia reached the gate of the bazaar, Trevor was coming out. "Mother is angry," said Dorsia. "What are you doing here?"

"I came by myself. I put the bread near Mr. Diaz's fence," said Trevor.

Dorsia said, "Oh, no! Did you hide the bread well? I saw a dog eating bread just now."

Now Trevor was worried. He and Dorsia ran off together to find the bread. Trevor noticed something was wrong as he came close to the basket.

The cloth cover of the basket lay torn and dirty on the ground. The basket was empty. The remains of the bread were on the street. The big brown dog was still eating.

Trevor snatched up the basket quickly. But the big dog growled and chased both of them a short way. Trevor began to cry. What was he going to say to his mother?

"Uncle Lloyd is there, Trevor. He told Mother you were at the bazaar. You had better tell her the truth," said Dorsia.

They reached home, but Trevor was afraid to go in. Finally, he went in and told his mother what had happened. She was mad.

"Look what you have done!" she cried.

After You Read

1. Trevor's speech would include some retelling of the story. You might have students in pairs dramatize the role of Trevor and his mother, and then of all four people in the story.

2. Inferential. Trevor "made his own trouble" by not going to sell bread as he was supposed to. Maybe he could have exchanged chores with Dorsia or done an extra day of selling later in the week. Get students to see that Trevor was responsible for his own actions.

3. Relating. Truth is always better than lying. For further discussion ideas, see **The Boys Go Fishing**.

Vocabulary Building

A. Put the sample sentences on the board and try to get students to paraphrase them (or translate in first language): meaning is must or have to; sense of duty or obligation with implied threat.

Have students write sentences to each other, or to a younger sibling: "You had better water the garden today."

B. Students may check answers by looking through the story.

But Uncle Lloyd was sorry for Trevor. "Don't whip him," he said. "I'm sure he has learned a good lesson."

"Please, Mother," said Trevor. "I'll never do that again, I promise. I have learned my lesson."

After You Read

1. Imagine you are Trevor. What would you tell Mother when you get home? Practice your speech and say it to the class.

2. An old Belizean saying goes,

"Trouble never makes itself."

How did Trevor get into trouble? How could he have stopped it in the beginning? How could he have stopped it when he saw Uncle Lloyd?

3. Dorsia said, "You had better tell the truth." Do you think she was right? Do you think a lie would have helped Trevor?

Vocabulary Building

A. Look at these sentences:

1. Mother said, "You had better sell the bread today."
2. Dorsia said, "You had better tell Mother the truth."
3. Uncle Lloyd said, "You had better behave yourself after this."

What does had better mean? Try it out in five sentences of your own.

B. Complete this paragraph by inserting the missing words:

There were many good _____ to see at the _____. There was a fish _____ and a big grab _____. There was a Santa Claus. Trevor _____excited. He was just _____ to shake Santa's _____ when Uncle Lloyd _____ him.

C. Copy the following chart in your exercise book. Complete it by putting in size, shape and colour. The first one is done for you. Compare answers in your group.

NOUN	SIZE	SHAPE	COLOUR
ball	small	round	red
bread			
dollar			
basket cover			
gate			

Words To Know

to sulk	an announcer	some remains
to growl	to happen	to had better
to snatch	to stamp	together
to behave oneself		

C. If students complete this exercise quickly, have them put answers on the board and then add more objects to the list and describe them.

Then have them write 5 sentences of their own putting the adjectives into the correct order: "John has a small, round, red ball." Point out that commas are needed between descriptive words.

Have students use vocabulary from Words To Know in their descriptive sentences.

OUR NATION

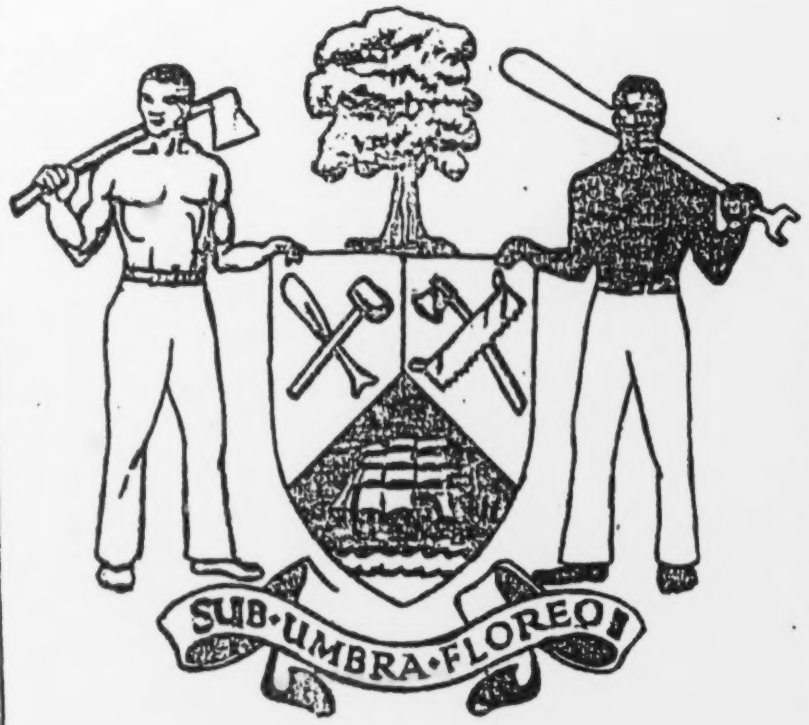
This is the final section and culminates the gradual movement toward larger social spheres within the TESOL Reader. Students by now should be fairly fluent readers and speakers and should be able to work efficiently and comfortably in groups. Group work is an important part of their socialization process and moves them a step closer to joining the larger human family that is all mankind.

The National Flag and Our Coat of Arms give a little bit of the complex history of our country. Students should be encouraged to read beyond these snippets. The District Resource Librarian should be able to help get more information. Students will be particularly interested to find out about the founding of their own town or village, and any events in national history that took place there.

The other essays describe the national emblems of our country, and form a natural adjunct to studies in science and ecology. They are also a good basis for a field trip to explore our nation's flora and fauna.

As part of this unit, you may wish to invite a speaker to explain the country's political system to the children.

OUR NATION



THE NATIONAL FLAG

Preview

Before you read, your class might take down the flag from your school yard and look at it closely. Where did it come from? What do the colors and the Coat of Arms stand for?

The National Flag of Belize is blue, red and white, with the Coat of Arms of Belize in the center.

Blue is the main colour of the flag, and two horizontal borders are red in colour. The Coat of Arms is on a white circle in the center.

This flag was patterned from a blue and white flag which was flown from the Court House flag pole in Belize City many years ago.

Later a wreath of fifty leaves was placed around the Coat of Arms.

Today our National Flag is flown proudly from every flag pole in Belize.

After You Read

1. What do you know about the history of our country? Read about it. Your District Resource Librarian will help you.
2. Do you know the stories of flags from other countries? You might like to look them up in the encyclopedia.
3. What colours would you choose if you made a flag for yourself or your family? What would your flag look like? Draw it.

THE NATIONAL FLAG

Preview

Having students look carefully at the flag will help them formulate good questions to read for--some of which will probably not be answered by this passage.

After You Read

1. Help students find out more about their country's past and particularly the various ethnic groups that compose it.

2. You could assign one country to each student to report on, using whatever information is available. Plan the assignment so that time is allowed for sharing scarce reference material.

3. Discuss with students the traditional meaning of various colours, e.g., blue is for purity.

OUR COAT OF ARMS

Preview

The previous discussion of meanings of colours should have made students aware of symbolism. The Coat of Arms allows further development of the concept of symbolic meaning. Have students describe the Coat of Arms in detail before they read, and ask what each thing is used for and why they think it was included in the insignia.

OUR COAT OF ARMS

Preview

Look at the picture of the Belizean Coat of Arms.
What is a Coat of Arms?
What are the objects on the Coat of Arms?
What do they mean to you?

This is the Coat of Arms of the country of Belize. A coat of arms is a symbol of the things important to the country. The badge represents things that were important in its past, and values that the country believes in.

On our Coat of Arms, two men are standing beside a shield. The man standing on the right is holding a paddle on his shoulder. The man standing on the left is holding an axe on his shoulder. These two tools were used in building our country in its early days. The axe represents the lumber industry which exported first logwood, used for dye, and then mahogany, used for furniture. The paddle represents shipping and fishing. Even today, all kinds of boats, from little doreys to huge ocean liners, sail in our waters. Ships bring us goods from all over the world, and ship our products, such as fish, lobsters, bananas, and sugar, to many foreign lands.

You will notice that one man is dark and one man is light. This represents the fact that Belize is made up of people of all races, creeds, and colors. Our multi-racial nation is proof to the world that all peoples can live in harmony.

On the top of the shield between the two men stands a large mahogany tree. It was once the source of our country's growth. Now this giant of the forest is one of the natural wonders that we cherish in our country.

On the left and right top of the shield itself are again the tools of shipping and lumbering. A saw and an axe are on the right side, and a mallet and a paddle are on the left side.

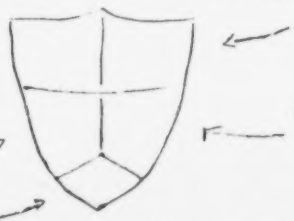
At the bottom of the shield is an old-fashioned sailing ship. This represents the Battle of St. George's Cay, which determined our freedom from the rule of Spain. Even though today we are friends with all the nations of the world, we should remember that freedom is not easily won, and we should never give it up willingly.

Finally, under the shield is a scroll with some writing in Latin. The scroll says, "Sub Umbra Floreo." This means, "Under the shade of the tree I flourish." This saying again refers to our past as a nation of lumberjacks, but today it also reminds us of the beautiful forests that flourish in our mountains and along our rivers. The forest is an important natural resource that we should protect for all time.

After You Read

1. Do you know the stories about the symbols for any other country, for instance the plumed serpent of Mexico? Share them with your class.

2. Make a shield for yourself. Draw a picture showing:


1. Where you came from.
2. Where you would like to go.
3. Something that makes you feel good.
4. Something that makes you feel bad.
5. The most important person/thing in the world to you.

After You Read

1. If you have an illustrated encyclopedia available, this may give all the world flags and many of the stories connected with them. Students from other countries who have immigrated here may be able to find out about their parents' homeland from them.

2. The shield is to allow students to give symbolic expression to the things they value personally. It also allows them to experience the process our founders went through in selecting symbols to represent our nation.

THE MAHOGANY TREE

Preview
Before students read, ask them if they know why the mahogany was chosen as our symbol. Some of them will probably be aware of the historic importance of lumbering to the country.

After Reading

Ask students if they know why the motto Sub Umbra Floreo was chosen.

148

THE MAHOGANY TREE

The Mahogany Tree is our national tree. It is one of the tallest trees in our forest. Some mahogany trees grow to over one hundred feet.

In the early months of the year, the leaves fall, and a new red - brown growth appears. The tree puts out small white flowers, and dark, pear - shaped fruits appear. These fruits are about six inches long.

When the fruits become ripe, they split into five valves, and the seeds are carried away by the wind. These seeds fall to the ground to take root and become new mahogany trees. Mahogany trees take about sixty to eighty years to mature.

Mahogany is used for lumber, and furniture made from mahogany is very beautiful.

The mahogany tree forms part of the Coat of Arms of the country. The motto of the Coat of Arms is Sub Umbra Floreo, which means, "Under the shade (of the mahogany tree) I flourish."

Things To Do

1. If your school is near a mahogany tree, go to visit it. Is it shaped like the picture in this book? Measure how big around it is by joining hands around it. What do the leaves look like? Draw one. What does the bark look like? Feel like? Smell like? Write up a description of the tree including everything you found out about the tree.

OR

2. Visit some other large tree near your school and do the same activities.

3. Find out about other trees in the Belizean forest. What are they used for? Under what conditions do they grow?

4. Find out what kind of leaves appear on the seal on our national flag.

Things To Do

1. or 2. would make a good field trip. Students should read the questions beforehand and bring pencil and paper to take notes, as well as a measuring tape if one is available.

If possible, visit a former lumbering site. Find out how lumbering was carried on in the previous century and the route that was taken to bring the logs to port--this was a stupendous task.

3. A local expert in forestry or ecology may be available to help explain the forest. The mangrove habitat is another interesting project for study.

150

OUR NATIONAL BIRD

Preview

Students may be surprised to find they are nationals themselves. Some may be the national of another country.

You might have a parent bring a passport to school for students to examine.

Many students will already be aware that the national bird is the toucan, but they should be cautioned not to give it away immediately.

150

OUR NATIONAL BIRD

Preview

What does national mean? Are you a Belizean national? As you read the story, try to picture our national bird, the ??????????, in your mind's eye.

Every country has a national bird--a bird that is special to the country. In Belize, our national bird is one of the most beautiful in the world. Have you seen our national bird? Have you heard it? Do you know its name? Here are some clues to help you guess the name of our national bird:

It eats fruit.

It lives in the forest.

It nests in holes in trees.

It is a big bird--about 20 inches long.

It is a colourful bird--mostly black, with some yellow and white.

It is a noisy bird--it sounds like a frog.

It has a big bill that looks like a canoe.

Its bill is bright green, blue, red, and orange.

Do you know its name? Did you guess it? It is the Keel-Billed Toucan. The name toucan comes from the Tupi Indians, who called the bird toco. It is called "keel-billed" because its huge bill is shaped like the keel of a ship. Because everyone remembers its big bill, the toucan is often called the "bill bird." Its Spanish name is pito real, which means "royal beak."

Many people think that the toucan is the most beautiful bird in the world. We are lucky to every to see, because it is

a rare bird, and it lives only in the tropical forests of Central America and South America.

The Keel-Billed Toucan's big bill is coloured bright green, blue, red, and orange. But this beautiful bill is also very useful. Toucans use the saw-like edge to cut into fruit and break seeds. They eat by throwing back their head so the food falls down their throut. They drink the same way.

Toucans nest in holes in trees. They lay 2-4 eggs in their nests. Both the mother and the father toucan sit on the eggs to keep them warm, and both the mother and father feed the babies. In 6-7 weeks, the young toucans fly away from the nest and find their own food. Later they make their own nests, lay their own eggs, and feed their own baby toucans.

We have other toucans in Belize, too. The Emerald Toucan is the smallest, and it is bright green. You may have seen it on a matchbox. The Collared Aracari is larger and is red, black, yellow, and dark green. But the Keel-Billed Toucan is the most unusual, and we should protect it as part of our national heritage. Everyone can be proud of our interesting national bird, the toucan.

After You Read

Ask students if they guessed the bird before the essay told them. If you have a coloured poster or picture of a toucan, bring it in for display.

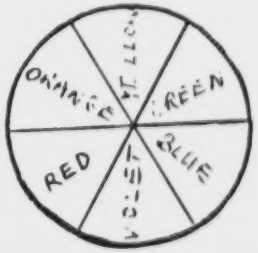
Things To Do

1. Encourage students to re-read the story to get more details. The Audubon Society has regular broadcasts describing the birds and animals of Belize and you may be able to get a member to come and talk to the class about Belizean ecology.

2. If watercolour paints are available, this is a good experiment:

orange from yellow and red
green from blue and yellow
red and blue mixed make purple.

The colour wheel is clockwise: red, orange, yellow, green, blue, violet. Have students try to figure it out first, using the paints they have mixed.



Primary is from prime or first and secondary is from second. For a review of the ordinal numbers, see **Garifuna Dances**.

Things To Do

1. Draw a your own picture of a toucan. You can add some trees, show a nest or food or anything you want to add. Label the things in your picture.

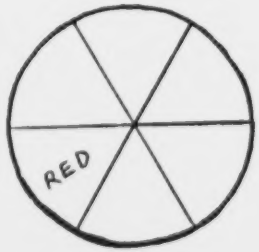
2. If you have paints, mix small quantities to make the secondary colours from the primary colours.

First mix red and blue. Then mix blue and yellow. Finally, mix yellow and red. What colors did you get?

Then complete these sentences in your note book:

To make orange, you mix the colour _____ and the colour _____.
To make green you mix the colour _____ and the colour _____.
To make _____ you mix the colours red and blue.

In your group make a colour wheel showing the primary colours and the secondary colours made from them.



Which are the primary colours? Which are the secondary colours? Why are they called primary and secondary? You go to primary school. Someday you may go to secondary or high school. Why are they called that?

Words To Know

a nation	national	unusual	a clue
a forest	a frog	a noise	noisy
a nest	to nest	to think	a canoe
to remember	to stick	stuck	a record
a hole	interesting	a beautiful bird	
a more beautiful bird		the most beautiful bird	

THE BLACK ORCHID

The Black Orchid is our national flower. The Black Orchid has greenish-yellow petals with purple splashes near the base. The 'lip' of the orchid, which is shaped like the shell of a clam, is almost black in colour.

This is why it is called the Black Orchid.

Like most orchids, the Black Orchid grows on trees in the damp areas of Belize. This lovely flower blooms nearly all the year round.

The Black Orchid was chosen as the national flower because of its rareness and beauty.

Things To Do

1. The orchid family is very, very large and varied. Find out where and how orchids grow, and what they feed on. Some orchids eat insects. Find out how they capture them.

OR

2. Explore the area around your school for wild flowers and domestic flowers. Don't pick them! Instead, try to see how the petals are arranged, what colours they are, what kinds of insects they attract. How do flowers aid the plant to live? Read up on it in your dictionay, encyclopedia, or science book.

3. If you were going to choose an animal, a tree, a bird, and a flower to represent you or your family, which ones would you choose? For example, you might choose a jaguar because of its beauty, or a monkey for its cleverness. Write about your choices, explaining what each one represents.

THE BLACK ORCHID

Things To Do

1. The District Resource Librarian and/or the Audubon Society may have more information on orchids. If you live in orchid country, take a field trip to see them. Have students write up their trip.

2. As above. Make use of local resources and resource persons. An agricultural or veterinarian station may be near you and offer expertise.

3. On the board put the list of symbols the children are to choose: animal, tree, bird, flower. Help students develop their ideas by having them volunteer their favorites of each and writing names and descriptive terms on the board to stimulate others.

OUR NATIONAL ANIMAL

Preview

Have students talk about the picture of the tapir. Target vocabulary is in Words To Know.

OUR NATIONAL ANIMAL

Our national animal, the tapir, is commonly called the mountain cow. However, it is not a cow. It is not even related to cows. Instead, tapirs are related to horses, incuding donkeys and zebras. Tapirs are also relatives of rhinoceroses.

About two million years ago, tapirs lived in many places in the Northern Hemisphere--Europe, Asia, and North America. However, they died out in those northern regions more than a million years ago, when the earth's climate cooled.

Today tapirs live only in parts of Central and South America, and in South East Asia. All these tapirs are big animals--as solid as brick walls and weighing up to 600 pounds. They all have bull-like necks, short powerful legs, and stubby tails. They like to wallow in mud, and are water lovers: they swim very fast and are able to stay under water for a long time.

One of the most interesting things about a tapir is its trunk-like snout. It is always in motion, twisting and turning. The tapir uses its snout to smell any enemies. Because the tapir has poor eyesight, it also uses its snout to find. It pushes out its snout like a telescope to explore the ground and bushes, both by smell and by touch. The snout smells with the nose and touches with sensitive hairs at the tip. When it finds food, it grazes, like a horse does. The tapir eats no meat , but instead is a vegetarian.

The Central American tapir lives in southern Mexico, all of the countries of Central America, and into South America as far as Equador. It is the largest land mammal of the American tropics. It is dark brown in colour, with some white around the eyes and lips. It also sometimes has some white patches of fur on the throat and chest.

Unfortunately, tapirs are becoming scarce in Belize. Our forests are being cut down for farming, and our towns and villages are growing, so there are fewer and fewer places where tapirs can live. Moreover, many have been killed for their meat. Fortunately, the tapir is one of the animals protected by our government under the Wildlife Protection Act of 1981. As Belizeans, we should support this government protection of our unique and interesting national animal, the tapir.

<u>After Reading</u>

Have students try to tell you all the things they learned about the tapir. Put notes on the board as they talk, OR better, have students go to the board in groups of 4-5 to each write a note. Then cluster their notes by drawing lines between related ideas.

Things To Do

1. Try to get students to use as much of the new vocabulary as possible, e.g., "bull-like neck."

2. For this activity you will need a map of the world.

3. Help students do the arithmetic required.

4. A good research topic.

5. For a poetry form to use as an extension, see **Silver Stream**.

6. Another research topic. Students should by now have practised all the skills necessary to get information independently from whatever resources are available.

Things To Do

1. Draw a tapir and label all the parts that you know.

2. Look at a map of the world. Is Belize in the Northern Hemisphere or in the Southern Hemisphere? Find the continents where the tapir once lived. Find the areas where the tapir now lives.

3. Try to imagine how long a million years is:

   a) How many days in a million years? (1,000,000 x 365 = ? days).
   b) How many hours in a million years? (your answer from a) x 24 = ? hours).
   c) How many minutes in a million years? How many seconds?

4. The tapir became extinct in the Northern Hemisphere. What other animals have died out? Your District Resource Center may have some information to help you find out.

5. The tapir uses his snout to smell and to touch. What are your five senses? Write five sentences to show what you use for each sense. The first one is done for you:

I use my eyes to see.

6. Your text says that the tapir is not related to cows, but that it is related to horses and rhinoceroses. Find out more about these two families of animals. One half of your class could work on each family. What other unusual animals belong to these families? What continents do they live on? What makes these two families different? Compare your information. (Your District Resource Librarian should be able to help you.)

Words To Know

to relate	related	relations
a stub	stubby	to explore
a snout	trunk-like	bull-like